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ABSTRACT

Since the fall semester of 1998, a committee of university faculty and local school system administrators has collaborated to design an alternative teacher certification program to meet the teacher shortage needs of the Hamilton County, Tennessee, schools. Areas of identified shortages include science, mathematics, and foreign languages at the middle and high school levels and special education at all levels. The collaboration was successful with the selection of the first cohort group of 12 candidates for alternative certification in 1999. The papers in this collection were presented at a symposium focusing on alternative teacher certification. Taken together, these papers form a case study that tells an ethnographic story while describing each stage of the collaboration. The papers are: (1) "The Vision: Establishment of Need of the Alternative Certification Program" (Mary P. Tanner and Thomas E. Bibler); (2) "The Action: Planning & Development of the Alternative Certification Program" (Cynthia M. Gettys and Kathleen S. Puckett); (3) "The Teaching Team: Planning & Teaming" (Jane T. Brower, Cynthia M. Gettys, and Lisa Goode); (4) "The Collaboration: Partnership & Implementation of the Alternative Certification Program" (Joyce E. Hardaway and Lonita D. Davidson); (5) "The Goal: Urban Impact" (Bonnie Warren-Kring); and (6) "The Evaluation: Cohort I Participants Evaluate the Alternative Certification Program" (Kristen Childs, Debbie Donohoo, and Callievene Stewart). (SLD)

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"ALTERNATIVE CERTIFICATION PROGRAM: A COLLABORATIVE EFFORT BETWEEN HAMILTON COUNTY DEPARTMENT OF EDUCATION AND THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA"

Cynthia M. Gettys, Symposium Organizer
University of Tennessee at Chattanooga

The Vision: Establishment of Need of the Alternative Certification Program
Mary P. Tanner & Thomas E. Bibler
University of Tennessee at Chattanooga

The Action: Planning & Development of the Alternative Certification Program
Cynthia M. Gettys & Kathleen S. Puckett
University of Tennessee at Chattanooga

The Teaching Team: Planning & Teaming
Jane T. Brower, Cynthia M. Gettys, & Lisa Goode
University of Tennessee at Chattanooga

The Collaboration: Partnership & Implementation of the Alternative Certification Program
Joyce E. Hardaway & Lonita D. Davidson
Hamilton County Department of Education

The Goal: Urban Impact
Bonnie Warren-Kring
University of Tennessee at Chattanooga

The Evaluation: Cohort I Participants Evaluate the Alternative Certification Program
Kristen Childs, Debbie Donohoo, & Callievene Stewart
Cohort I Alternative Certification Participants
Hamilton County Department of Education Teachers

Mid-South Educational Research Association

Bowling Green, Kentucky

November 15, 2000

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C. Gettys

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Abstract

Early in the 1980s the National Center for Education Statistics (NCEI) erroneously predicted a dramatic shortage of teachers by 1992. States began to look for ways to certify more teachers more quickly than the typical four year undergraduate teacher education program. By 1997, 41 states, plus the District of Columbia, reported having some type of alternative teacher certification program to the NCEI who has been polling the state departments of education annually since 1983 regarding teacher education and certification. States reported a total of 117 different programs available for persons who already hold a bachelor's degree and want to become licensed to teach.

The search for an alternate route to certify teachers has generated ideological debates revolving around educational quality. Supporters of traditional teacher certification argue that to improve the quality of education it is imperative to ensure both professional knowledge and subject-matter competency are grounded in a solid foundation of pedagogical training. It is also necessary to ensure that alternative certification programs are context-specific experiments designed to meet policy goals, such as attracting talented career changers or filling teacher shortages, but are not necessarily substitutes or competitors to traditional teacher education programs.

Since the fall semester of 1998, a committee made up of university faculty and local school system administrators has collaborated to design an Alternative Certification Program to specifically meet the teacher shortage needs of the Hamilton County Schools. The areas of identified teacher shortages include Science, Math, and Foreign Languages at the middle and high school levels and Special Education at all levels K-12.

The collaboration was successful with the selection of 12 individuals in May, 1999 who formed the first cohort group for the 1999-2000 school year. Seventy-five percent of the first cohort group completed their first year of teaching on June 1, 2000 and have signed contracts committing to return to their classrooms for a second year. The second cohort group of 22 individuals was formed early in May, 2000 and began their class work for the Alternative Certification Program on May 10 in preparation for the 2000-2001 school year.

This symposium chronicles the need for an Alternative Certification Program, initial planning and development of the program, a university teaching teams reflections, the relationship of the partnership, the proposed urban impact, and concludes with a self-evaluation by the first cohort participants. These collective papers form a case study that tells an ethnographic story while sharing each stage of collaboration. These recorded voices were active participants from the university and the local education agency as well as the initial cohort group who became the alternatively certified teachers. These stories were gleaned from field notes stored in file folders and in reflective journals.

The Vision: Establishment of Need of the Alternative Certification Program

Mary P. Tanner & Thomas E. Bibler
University of Tennessee at Chattanooga

Recruiting, retaining and licensing quality teachers is a topic of concern in the public policy discussions of the day. Colleges and universities find themselves caught between the demands for better teachers and, in the face of a teacher shortage, more of them. Add to these issues the struggle to train more minority teachers, along with more teachers of all racial backgrounds who can be successful in high poverty schools, and school and colleges of education have been forced to try something new. One new strategy is to combine innovation and quality through the creation of carefully designed and implemented alternative certification programs.

At the University of Tennessee at Chattanooga the strong working partnership with the Hamilton County Schools provided the backdrop for a collaboratively developed alternative certification program called TRI-IT (Teacher Recruitment Initiative in Tennessee). The purpose of the program is two-fold; first, to recruit and train B.S. degree holders who are not licensed teachers and who wish to teach mathematics, science, foreign languages, or special education, and second, to increase the numbers of minority candidates in mathematics, science, foreign languages, and special education teaching. The project is a cooperative endeavor with the Hamilton County Schools whereby the schools hire these teacher candidates into schools where there is a need for teachers in one or more of these teaching areas, and the University provides training at the post-baccalaureate level designed to prepare these candidates to teach. University coursework occurs during the summer prior to teaching, during the first year of teaching, and during the summer following the first year. By the end of the project these teacher candidates will be licensed as teachers. Coursework is integrated with inservice training provided by the schools; mentoring support is provided by the schools; teaching of the candidates is done by University staff and skilled practitioners; coursework can be applied towards a master's degree at the University.

Soon after the creation of the program, and while the first cohort was in the process of completing their internship year, the College was awarded a Teacher Quality Enhancement Grant funded through the USDOE Title II Higher Education Reauthorization Act. This enabled the participants to obtain tuition assistance and supports the strong mentoring component of the program.

Student interest has remained high. There are many more applicants than slots. We believe this to represent an important new direction for teacher education.

The Action: Planning & Development of the Alternative Certification Program

Cynthia M. Gettys & Kathleen S. Puckett
University of Tennessee at Chattanooga

Introduction: Operating from a Mandate

To use local parlance, we were "fixin" to be in a heap of trouble pretty soon, and we all knew it! Graduates from the four year NCATE approved teacher certification program at the University of Tennessee at Chattanooga (UTC) were 100% employed, with some signing letters of intent long before their graduation. Hamilton County (Tennessee) Schools, our largest employer of graduates and our partner in professional development, had increasing numbers of vacancies in certain subject areas that they were unable to fill. On a state-wide level, the mood was grim. Political forces were putting pressure on state certification policies to provide faster means for licensure to fill uncertified vacancies districts were experiencing across the state. Nationally, figures pointed to a looming teacher shortage projected within the next ten years.

And yet, in our community, we were not without resources, which, if reconfigured, could be used to solve our problems. Our first resource was an approved Master of Science in Education (M. Ed.) program that was designed to provide licensure competencies for individuals with a baccalaureate degree, once certain leveling requirements were met. Second, we had a growing cadre of otherwise qualified community professionals who were expressing an interest in teaching. They were seeking alternate career paths from areas as diverse as engineering, insurance, medicine, ministry, and the military. Their frustration with initial licensure was caused by its organizational delivery: a traditional but discouraging two years plus of course work, followed by an entire semester of full-time student teaching to fulfill licensure requirements. And third, we had a motivated partner, the Hamilton County Department of Education (HCDE), who was willing to commit the training, inservice, and recruitment resources that it would take to support a differently trained teacher. And finally, (perhaps most importantly) we had a mandate from the UTC Chancellor and the CEAPS Dean to come up with a workable plan to develop an Alternate

Certification Program to meet the needs of HCDE in areas of critical teaching shortage, and to have it in place for the fall semester of 1999. This mandate refocused our thinking and allowed for the emergence of necessary leadership among our CEAPS faculty.

Although many researchers are cautious regarding the effectiveness of Alternative Certification Programs, (Darling-Hammond, 1990), they are by necessity gaining in popularity as one means of meeting the looming teacher shortage. The following discussion describes our attempts to develop an expedited program while retaining program integrity.

A Shared Planning Process

Our planning committee consisted of selected faculty from the Teacher Preparation Academy (TPA) in the College of Education and Applied Professional Studies (CEAPS), and the UTC Certification Officer. Hamilton County Department of Education provided the services of the Director of Instruction, the Personnel Director, and the Minority Recruitment Director. The Teacher Preparation Academy department chair and College of Education Dean provided leadership and guidance at critical junctures and as needed.

Our first task was to review other models of alternative licensure to look for common elements in participant eligibility and program design. Most eligibility criteria listed the areas of critical teaching shortage for which alternative licensure programs are established, typically math, science, special education, foreign language, and in Texas, social sciences. Elementary education and bilingual skills were mentioned as needed areas in some programs. All programs reviewed had the requirement of a baccalaureate degree and specified content area prerequisites, and most listed assessment requirements based on GPA or a standardized test such as the Graduate Record Exam or the PRAXIS I. Program design elements included training, certification, induction, and mentoring. Programs which offered training in partnership with colleges and universities resulted in state licensure; programs in which training was offered entirely by the school district usually resulted in a certification process that was applicable to that district only and was not transferable to other states

or districts. Most programs provided an induction or internship year under some sort of interim certificate, and many offered salary and benefits for this induction year. Most programs described a mentoring process for alternatively trained inductees.

The planning committee discussed areas of need for the district and determined areas plausible for an alternative program. We determined that science, math, special education, and foreign language, all areas of shortage, could be most easily developed into a pilot alternative certification format. From these areas of need, we established eligibility criteria and a program structure.

Eligibility Criteria: We established the following eligibility criteria: a baccalaureate degree from an accredited 4 year college or university (BS, BA) with a GPA of 2.5 or higher and content area requirements for specific area of certification, and acceptable scores on the PRAXIS I test. Applicants must agree to participate in and complete the entire Alternative Certification Program of study, including any additional coursework or training indicated by test scores and/or on-site evaluations, must be accepted in the Alternative Certification program by a joint decision of Hamilton County Department of Education and the University of Tennessee at Chattanooga, and must agree to teach in Hamilton County Schools in the subject area designated for a period of three years after the internship year. Content area requirements, which must be met prior to enrollment, are as follows.

For Special Education (Mild Disabilities) certification, requirements specify a total of 24 semester hours: 6 hours in English, 6 hours in college math (above the developmental level), 6 hours in science, and 6 hours in social studies. Other eligibility requirements include a current Red Cross certificate.

Secondary Science requirements include 24 semester hours in a science concentration or 24 hours in a combination of astronomy, biology, chemistry, geology, and/or physics, and 6 semester hours of math above college algebra. Middle grades science requirements are 16 semester hours in

the natural sciences (Biology, Chemistry, and either Geology, Physics, or Astronomy), and 6 semester hours of math above the college algebra level.

Secondary Math requirements specify 24 semester hours in math, 12 hours of which is upper level (junior, senior, graduate level) and an intermediate Computer Science course. Middle School Math requirements are 9 semester hours of math at the college algebra level and above.

Foreign Language requirements are 18 semester hours in chosen language course work or equivalent competencies.

All areas carry the additional requirement of the ability to pass the specified Praxis II test by the end of the internship year. Additional coursework to meet these assessment standards may be required of the participants.

The Alternative Certification Program

Participants begin classes during the summer session prior to their internship year. During the first summer session, students take 9 semester hours of evening courses: the Emergent Reader, Curriculum Design and Instructional Strategies, and Classroom Management. They begin intensive, full time training during the second summer session. During this session, they complete courses in Human Growth and Development and Characteristics of Mild Disabilities. They also attend staff development training sessions covering the bridging competencies offered by Hamilton County Schools personnel in topics such as Exceptional Learners, Student Diversity, Standards, Benchmarks and Grademarkers, Legal and Ethics issues, Family/ Home /School/ Community Partnerships, Classroom planning, as well as specialized training in area(s) of licensure.

During the Internship Year, participants teach full time as teacher of record in assigned placement with an interim license. They work cooperatively with the support of two assigned in-school Mentors. They must document 40 hours of participation in profession staff development activities chosen by the advisement committee in teaching content or methods in areas of math, social studies, science, reading, writing, technology, or inclusion. During the fall semester, they

complete 6 hours of course work: Teaching in Diverse Classrooms and Assessment of Mild Disabilities. During the spring semester, they complete a course in Educational Technology. Participants are supervised by university personnel and keep a teaching portfolio, for which they also receive 9 semester hours of Induction experience credit.

Participants return to campus the following summer to complete their licensure work with courses in Foundations of Education, Collaboration and Consultation, and Advanced Curriculum Design and Strategies. They also have the opportunity to complete two/three additional courses to complete the requirements for the M.Ed.

Other Program Features

As a partnership program, participants are recruited and selected through the joint efforts of Hamilton County Department of Education personnel and the University of Tennessee at Chattanooga. Interest in and fitness for urban service are determined through use of the Haberman Interview Scales (Haberman, 1987) which is used as an initial screening instrument, and then through a series of personnel interviews. All applicants must meet criteria established by the school district regarding background checks and health appraisals. They must also meet university and teacher preparation admission requirements in testing and writing samples.

We were able to develop this program in a timely manner by utilizing existing administrative structures for admissions and course requirements. The course of study is an approved master's licensure program (M.Ed.) which was re-configured and taught in a cohort group, but did not require a lengthy program approval process. Classes were taught as faculty overload or with community and district personnel serving as adjunct professors. This structure, which existed outside the normal faculty load, allowed for more teaching flexibility. Faculty from two or three academic discipline areas were able to team teach and cross list courses. This administrative structure was especially useful for training in areas such as special education, where

both general and special education teachers need knowledge and skills relating to general curriculum strategies as well as planning for diverse and special learners.

An Interim C license was requested for the participants who were employed as teachers-of-record in the Hamilton County schools for the 1999-2000 school year. They received a beginning teacher's salary minus a $2500 fee which provided a small stipend for two trained mentors: a school-based mentor who was a fellow faculty member and an external mentor who provided extensive in-class support at selected critical times. In addition, university personnel were involved for support and guidance. College coursework and inservice training continued throughout the school year.

In the summer of 2000, the alternative certification program culminated in two additional college courses plus a concluding seminar. Persons who successfully completed the program needed only two (or in the case of Special Education, three) additional courses to complete an M.Ed.

Participants in this program took the state-mandated Praxis II tests during the spring or summer following the internship year. Those who were successful in achieving the required minimum scores need no further coursework in the content area and are recommended for licensure in the late summer of 2000. Participants who demonstrate deficiencies in content knowledge will be responsible for acquiring competency through college coursework or other appropriate means. In such cases, a renewal of the Interim C license was requested.

Persons accepted for this program agreed to complete the entire program; this included a commitment to teach in the Hamilton County Schools for an additional three years after the internship year. The Intern Year salary is considered a loan to be fully forgiven when the participant has met that requirement.

Costs to the participants included graduate tuition and fee payment to The University of Tennessee at Chattanooga; in addition, participants are responsible for fees for Praxis I and II tests administered by the Educational Testing Service.

Funding

Initial funding was provided by Hamilton County Department of Education and tuition paid by the participants. A subsequent Title II Teacher Recruitment Grant was received that funded about two-thirds of the cost of the first cohort group.

Evaluation

Evaluation of the first cohort group is included in the final paper in this symposium. It will remain ongoing with each cohort group accepted in the HCDE and UTC Alternative Certification Program.

The Teaching Team: Planning & Teaming

Jane T. Brower, Cynthia M. Gettys & Lisa Goode
University of Tennessee at Chattanooga

The University of Tennessee at Chattanooga (UTC) in conjunction with the Hamilton County Department of Education (HCDE) offers an Alternative Certification Program for professionals in other careers seeking to become teachers. The program at UTC offers Tennessee certification and courses that may be applied toward a master of elementary, secondary or special education. This program is designed to prepare pre-service teachers to teach students in a fast track format to meet the needs of the school system due to the shortage of teachers in the Chattanooga area.

The Hamilton Country Department of Education and UTC jointly developed a program consisting of 42 hours of course work administered by UTC faculty and HCDE workshops The course work is master's level courses and are approved by the Tennessee Department of Education as sufficient for certification. Selected participants are responsible for completing an intensive, concentrated summer session at the beginning and end of a 15-month preparation in addition to course work during the induction year.

To earn a masters' degree in elementary or secondary education, participants are required to complete two additional courses in education. Special education candidates are required to complete three additional classes to earn a master's in special education. It is expected that these courses will be completed at the end of the 15-month cycle because the participants progress through the program as a cohort group, not individually, and time is not allocated for individual work.

Prospective teachers in this Alternative Certification program come from varied backgrounds. Most of the participants had earned no credits in education classes. The syllabi for the classes as they were traditionally taught on campus were, of course, the starting point in the planning process.

This program did not allow time for a student teaching experience. Unless theory and practice are integrated before teaching begins, participants in the program will not be adequately prepared for work in the classroom. The necessity of integrating theory and practice is obvious. The use of team teaching, participation in microteaching experience, using prerecorded demonstration tapes showing actual classroom situations and providing an electronic link to campus all were necessary components of the initial classroom experience.

The basic requirements of the classroom teacher within the HCDE also had to be considered as components of the course work for this group. The assessment process used, the use of performance tasks within the classroom and the identified standards, benchmarks and grade markers identified for the district had to be included. In addition the framework for evaluation developed by the Tennessee Department of Education had to be considered.

Team Teaching

A team effort of regular and special educators that had successfully team taught at a Professional Development School determined that the standards reflected in the six domains of *The Framework for Evaluation and Professional Growth* developed by the Tennessee Department of Education for teacher evaluation would be a basis for development of the classroom experiences planned for the initial induction coursework. These standards were presented as follows:

The successful beginning teacher:

- **Plans** appropriate instruction based upon knowledge of the interrelationships among subject matter, pedagogy, curricular goals, and the needs of diverse learners.
- **Selects** instructional strategies that optimize learning and actively engages students in skill performance, concept acquisition, decision-making, and creative expression.
- **Uses** assessment and evaluation materials, strategies and data to enhance student learning and to communicate effectively with parents, students and colleagues. The

beginning teacher also uses assessment and evaluation to reflect on teaching practices and to identify professional growth goals.

- **Creates** learning environments which:

  Reflect current research and best practice

  Promote physical and emotional safety

  Utilize effective management strategies

  Promote respect for individual rights and differences.

- **Engages** in professional growth opportunities, collaborates with others, and collaborates with others to facilitate student success and efficiently perform professional responsibilities.

- **Writes and speaks clearly** and correctly and uses effective communication techniques in professional interactions.

These six standards were then cross-referenced to other essential practices that formed the standards for the *National Board of Professional Teachers*. These standards have been determined to be essential for the 21st Century classroom teacher. These standards are as follows:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach these subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practices and learn from experiences.
- Teachers are members of learning communities.

These elements of the Tennessee Framework and the requirements for National Board Certification served as the framework for the design of the instructional program along with the standards set for the University of Tennessee at Chattanooga (UTC) Teacher Preparation program based on the adopted model of the *Reflective Practitioner*.

Six modules were designed as the basis for classroom planning for all courses prepared by the instructional team. Content was identified from a variety of sources. The primary source of content was the essential skills matrix developed by the University Teacher Preparation Academy. The syllabi for the courses as they are traditionally taught on campus were collected and used in the planning process. Interviews with practicing teachers in the Hamilton County Department of Education and Professors-in- Residence from UTC were held to identify essential content for these courses.

The identified topics were assigned to the appropriate module. The module topics were then divided into manageable units according to course as it is traditionally identified. A matrix was developed which listed these topics.

The planning team then identified the projects and experiences traditionally assigned to each topic. Again this list was divided into manageable units according to course. A matrix was designed that listed these projects and experiences and the course number that traditionally covered this topic.

A list of objectives was developed for the combined courses. The appropriate list became the traditional syllabus for the new course. A calendar was also developed for the course that listed the projects and experiences required for the course and the assigned date for completion.

The instructors for the appropriate courses developed lesson plans. Careful collaborative planning by the instructional team identified the content, but there were other instructional considerations. These combined courses were generally taught in blocks of four hours, in the early evening. Pacing of this class time and the variety of topics assigned to the course were an issue. Extensive modeling of effective classroom practices had to be planned within the structure of this instructional time. Time had to be allocated for group presentations and feedback. Realizing that most of the students in the Alternative

Certification program had not been introduced to the current body of educational research, opportunities had to be provided to establish a research base for the instructional methods and strategies presented. Integrated delivery of instruction was carefully modeled.

The instructional team adopted a team teaching model of teaching. The instructors assigned to the program worked together throughout the scheduled class time presenting material in integrated units whenever possible. Content was presented using a variety of instructional strategies and students were de-briefed on the context as well as the content. Further discussion was held concerning the learner, the classroom management of the strategy, and the adaptation of the strategy and the content in the diverse classroom. The class time was divided to provide variety and to allow for process time. Students were required to teach mini-lessons to the group and were then de-briefed by their peers. Students worked in teams to prepare curriculum maps, units of instruction, daily lesson plans and assessments that could be used in their first teaching experiences.

Many of the participants in the program, while having a strong desire to teach, had not had the opportunity to reflect upon the teaching process. Weekly reflections sent via e-mail were required for all students. These were distributed through a list-serve and time was provided for students to read reflections from others in the cohort group.

Projects and experiences in the coursework were evaluated by rubrics. These were developed by the planning team to serve as both a tool for evaluating student progress and as a way to allow for individual growth in this group of prospective teachers from widely varying backgrounds.

An important consideration in the planning and teaching in this type program was the availability of professional development activities available for the practicing teacher in the school district. Whenever possible, students were required to participate in planned professional development activities that paralleled the goals and objectives of the course.

These opportunities allowed the Alternative Certification candidates to interact with teachers already in the field. This required monitoring by the instructors but was a helpful part of the program.

A survey of the students in the first cohort group in the Alternative Certification program led to some major revisions within courses and in the order courses were offered for the second cohort. The first cohort group felt that for beginning teachers, the most important components of the curriculum dealt with lesson planning and design, classroom design, and behavior management. The topics directly dealing with these issues were moved to the initial course offerings. This survey also reinforced the need for preparation for the first day of school and additional content was added to address this need.

Because the intent of the Alternative Certification program is to place students in schools with the greatest need for teachers, students are often placed in urban schools. It was recognized that these teachers need additional study in the culture of the traditional urban school. Teaching in the urban school generally requires an understanding of diversity, more experience in dealing with children in poverty and specialized training in the appropriate use of curriculum and instruction in diverse school settings. The initial experience with the Alternative Certification Program immediately identified this need within the program. A connection was made with the Urban Impact Grant on campus. The planning team worked with the first cohort to revise the coursework to reflect the appropriate experiences necessary to address these needs of the urban school. More about the Urban Impact initiative is contained in the next paper.

Module 1: Planning and Organizing for Learning
(TFD #1: Planning)
(NBPTS #3: Teachers Are Responsible for Managing and Monitoring Student Learning)

Topics:

- Planning: environments and instruction for learners, lessons, units, displays, bulletin boards, IEP's and much more.
- Time management, classroom management, curriculum management, behavioral management

- Planning developmentally appropriate practices in educational settings
- Classroom organization and management in urban and multicultural settings
- Planning theme-based curriculum units based on Standards/Benchmarks/grademarkers

Projects and Experiences:

Courses	Projects and Experiences
506, 522, 560	Develop management plan as part of a unit
506, 522, 560	Develop lesson plans as part of a unit; include lessons which develop vocabulary, word attack, and comprehension skills
506, 522, 560	Utilize or develop an IEP to provide for remediation, accommodation and enrichment experiences
506, 522, 560	Create a bulletin board plan (sketch and lettering) as part of the unit
506, 522, 560	Create teacher made learning activities and a game for the thematic unit
506, 522, 560	Planning for instruction: Identifying community resources to meet urban and multicultural needs
506, 522, 560	Develop an Urban Impact Plan
506, 522, 560	Reflective journal - must be e-mailed to professors
506, 522, 560	Thematic Unit
506, 522, 560	Identify computer software to support reading and writing skills
506, 522, 560	Identify WWW sites to support development of reading & writing Skills

Module 2: Using Multiple Strategies to Support Learning

(TFD # 2: Teaching Strategies)

(NBPTS # 2: Teachers Know the Subjects They Teach & How to Teach Those Subjects tp Topics: Students)

- Lecture, discussion, direct instruction, cooperative learning, simulations, drama, role-play, inquiry
- Technology, media resources and computers
- Word attack, vocabulary, and content area reading skill development
- Adaptations for mild disabilities (remediation planned for)
- Teaching the gifted child (enrichment planned for)
- Adaptations for physical and sensory impairments
- Teaching in an Urban school setting

Projects and Experiences:

Courses	Projects and Experiences
506, 522, 560	Develop remediation and enrichment activities for each lesson in the unit
506, 522, 560	Plan one cooperative learning lesson for unit; include grouping plan in the instructional considerations of the unit
506, 522, 560	Plan for the use of technology for teacher presentation and student learning activities
506, 522, 560	Reflective journal – must be e-mailed to professors
506, 522, 560	Identify strategies to utilize in an urban setting
506, 522, 560	Thematic Unit
506, 522, 560	Oral presentation and handout of assigned instructional strategies

Module 3: Assessing and Meeting Individual Needs for Learning
(TFD #3: Assessment and Evaluation)
(NBPTS #4: Teachers Think Systematically About Their Practice and Learn From Experience)

Topics:

- Before we teach: knowing what students know and what they should learn; diagnostic formative and summative assessments
- Assessment strategies that involve all students in meaningful learning experiences
- Performance task assessments
- Rubrics and scoring guides
- Classroom management rules, procedures, and routines

Projects and Experiences:

Courses	Projects and Experiences
506, 522, 560	Create or utilize a Hamilton County performance task assessment for one of the unit lessons, include grading rubric
506, 522, 560	Evaluate discipline and management interventions
506, 522, 560	Assessment: diagnostic, formative & summative
506, 522, 560	Reflective journal – must be e-mailed to professors
506, 522, 560	Create classroom management rules, procedures, and routines
506, 522, 560	Thematic Unit

Module 4: Considerations in Creating an Environment for Learning
(TFD # 4: Learning Environment)
(NBPTS #1: Teachers Are Committed to Students and Their Learning)

Topics:

- Content: Standards, benchmarks, and grademarkers
- Context: Community, classrooms, inclusion, special areas
- Learner: Focus on the learner
- Characteristics of effective teachers
- Developmentally appropriate practices: Identification and articulation

Projects and Experiences:

Course(s)	Projects/Experiences
506, 522, 560	Review standards/benchmarks/grademarkers
506, 522, 560	Individual reading/internet resources related to thematic unit development
506, 522, 560	Reflective journal – must be e-mailed to professors
506, 522, 560	Thematic Unit
506, 522, 560	Reflect characteristics of good teaching in Philosophy of Education Statement

Module 5: Professional Growth
(TFD #5: Professional Growth))
(NBPTS #5: Teachers Are Members of Learning Communities)

Topics:

- Attend professional meetings
- Attend team meetings
- Attend staff development meetings
- Reflect on observations, experiences, and assigned readings

Projects and Experiences:

Courses	Projects and Experiences
506, 522, 560	Reflective journal – must be e-mailed to professors
506, 522, 560	Thematic Unit

Module 6: Communication
(TFD # 6: Communication)
(NBPTS # 5: Teachers Are Members of Learning Communities)

Topics:

- Effective verbal and non-verbal communication with students, parents, and other professionals
- Effective written communication

Projects and Experiences:

Courses	Projects and Experiences
506, 522, 560	Group presentation of teaching & assessment strategies
506, 522, 560	Works well with team
506, 522, 560	Displays the ability to convey information
506, 522, 560	Displays effective written & spoken communication

Joint Course Objectives listed by Course Number and Name

EDUC 522: Instructional Planning and Evaluation with Urban Impact and Parental Involvement Component

EDSP 506: Program Design and Curriculum Strategies for the Exceptional Learner (With Urban Impact and Parentental Involvement)

EDUC 560: The Emergent Reader with Content Area Reading

1. Describe the role of context, content, and learner in determining the selection of universal teaching strategies for instructional planning, assessment, classroom management and organization.

2. Describe the functions and stages of planning.

3. Develop a Literature-based Integrated Unit to teach reading skills (including word attack, vocabulary, & comprehension). The abstract will contain an overall instructional goal(s) stated as Essential Questions; appropriate reading standards, benchmarks, or grademarkers; teaching and learning strategies; originally designed practice activities for varied content, contexts, and learners; diagnostic, formative, and summative assessment; at least 8 block or15 lesson plans using the Lesson Plan design to develop the reading process. Attention will be paid to the selection of literature for instruction. Pay special attention to **multicultural literature** appropriate to the content, context, and the learner for which you are developing your unit.

4. Summarize the standards that exist for your grade levels or content areas of emphasis.

5. Construct teacher made tests to measure benchmark and grademarkers for units developed.

6. Plan variations to the lecture approach.

7. Identify and plan a variety of questioning techniques.

8. Design interactive practice activities that promote an active learning role for students and the development of learning strategies.

9. Design and use recitation, review, seat work, homework, and learning centers for student practice.

10. Use different grouping arrangements to accommodate difference in context, content, and learners.

11. Plan for the use of role-play, simulation, and drama with instruction.

12. Describe how to evaluate and use technology resources, audiovisuals, computers, CD-ROM, and Laser discs effectively to vary the stimuli.

13. Reflect on teaching practice by evaluating continually the effects of instruction.

14. Describe the components of the reading act.

15. Explain the value and nature of emergent literacy experiences.

16. Implement developmentally appropriate word analysis skills in the teaching of reading.

17. Understand the role of oral reading in the development of fluency, expression, accuracy, and confidence.

18. Apply various word analysis techniques including phonetic generalizations, whole word techniques, context clues, syntax clues, and structural analysis to develop independent word attack skills.

19. Identify and implement within lesson plans, appropriate vocabulary development strategies for different levels of readers.

20. Implement varied strategies to develop effective literal, interpretive, and critical reading comprehension and thinking skills.

21. Flexibly integrate the major approaches to teaching reading (basal, language experience, literature based, and eclectic.)

22. Explain the reading-writing connection.

23. Identify methods of assessment used in the teaching of reading.

24. Integrate and reinforce reading and study skill activities through all subject areas.

25. Compare and contrast expository text with narrative text.

26. Examine organizational and instructional techniques used in a classroom.

27. Plan lessons for individuals, small groups, and/or large groups.

28. Plan for community and parental involvement in the classroom.

29. Analyze various facets of a school program.

30. Analyze professional materials, programs, and/or research.

31. Create and use teaching materials and resources.

32. Describe the various domains of effective teaching.

33. Select and utilize a variety of instructional materials and techniques for varying needs and at varying difficulty levels including the identification of computer software that will support the development of reading and writing skills in the classroom.

34. Identify WWW sites that will support teachers and students in the development of reading and writing skills.

35 Develop a literature based integrated curriculum unit plan which contains an overall instructional goal; appropriate reading instructional objectives; teaching and learning strategies; originally designed practice activities for varied content, contexts, and learners; diagnostic, formative, and summative assessment; at least 8 lesson plans using the TIM instructional design to develop vocabulary, comprehension, word attack, and context clue skills.

36 Identify a basal based unit plan to teach reading skills which contains an overall instructional goal; appropriate reading instructional objectives; teaching and learning strategies; originally designed practice activities for varied content, contexts, and learners; diagnostic, formative, and summative assessment; at least 8 lesson plans using the TIM instructional design to develop vocabulary, comprehension, word attack, and context clue skills with narrative text.

Course Requirements and Evaluation

Your grade for EDUC 522, EDSP 506, and EDUC 560 will be based on the following activities:

1.	Literature-based Integrated Unit (planned for about 3 weeks developed to integrate the curriculum and a piece or pieces of literature). This will require at least 8 Block or 15 daily Lesson Plans with at least one emphasizing Cooperative Learning, include a description of your plan for dividing your students into cooperative groups and classroom rules for acceptable behavior and responsibilities when your students are involved with cooperative groups. Include at least 1 Performance Task per Unit. Standards/ Benchmarks/Grademarkers used to plan, lessons, instructional activities identified, and reflective notes	500
2.	Parental Involvement Plan	100
3.	Urban Impact Plan	100
4.	Classroom Management Plan (Includes Rules and Procedures for Portfolio)	100
5.	Philosophy of Teaching (1 page for Portfolio)	100
6.	Chapter Summary and Presentation	100
7.	Technology Incorporation Plan	100
8.	E-mailed Journal Reflections	100
9.	Tests	200

The Collaboration: Partnership & Implementation of the Alternative Certification Program

Joyce E. Hardaway & Lonita D. Davidson
Hamilton County Department of Education

In August of 1998, the Chancellor of the University of Tennessee, Dr. Bill Stacy, convened a committee of community leaders to discuss various issues that impact the University. One of those issues was teacher quality and certification, in particular, the university's efforts to address areas of teacher shortage experienced by school districts in the immediate vicinity of the university. Immediately following that session, Dr. Stacy convened a committee of university faculty and administrators from the Hamilton County Schools to design an Alternative Certification Program to meet the critical needs areas identified as special education, mathematics, foreign language, and science.

The university faculty designed a program that enabled students to meet the competencies of all required courses, yet sought to collaboratively with the school system, change the delivery of the subject matter. The goal was to provide the theory and practice simultaneously. The university and school system partnered in four specific areas: course calendar, student selection, and student monitoring, and mentor training. The application, staff development calendar, and Mentor Activities Record are attached.

With respect to the course calendar, the university had the authority to determine coursework for certification, but collaboratively, the university and school system decided on the order of the courses for immediate teacher success. Priority courses included planning, assessment, human growth and development, and classroom management. These courses were included in the first summer session.

Both the university and school system worked collaboratively to publicize the program and explain expectations to potential applicants. Both the names of telephone numbers of the university and school system were included in press releases. Representatives from the university and school district conducted informational sessions for interested applicants. Information sessions involved

more than 200 people. Application materials and information about the program was presented to those in attendance and made available at the personnel office of the Hamilton County Schools.

Students took course work with the university instructors and also participated in staff development sessions facilitated by the school district. The application process also was collaborative. Representatives from the university participated in an initial screening of applicants. They provided a transcript summary of each student and did a first "cut" of applicants. School district personnel administrators using the Haberman "Star Teacher" screening process then interviewed those meeting the basic requirements.

All student scores were entered on a spreadsheet and the 50 highest scoring applicants were advanced to a group interview by a team of principals, assistant principals, and instructional supervisors. The top scoring participants in selected areas were offered teaching internships. Following the intern year, they are required to work at least three years for the Hamilton County Schools.

Students began taking two evening courses in early May and completed a first summer term. By mid-June, they were required to be available from 8:00 a.m. until 5:00 p.m. for system staff development. Staff development activities focused on skills and competencies required of all district teachers. A calendar of activities is attached. Collaboration between the university and school district continued with the mentoring of teachers. School principals selected the mentors who then participated in three days of intensive training. Two days of the training were a collaborative between Dr. Joyce Hardaway of the district Personnel Office and Dr. Cynthia Gettys of UTC. The goals of the training were to provide information on adult learning, provide strategies to assist new teachers, and to develop a monitoring plan.

ALTERNATIVE CERTIFICATION PROGRAM

A COLLABORATIVE EFFORT BETWEEN

Hamilton County Department of Education
6703 Bonny Oaks Drive
Chattanooga, TN 37421
423/209-8538 phone
423/209-8539 fax
www.hcde.org

and

The University of Tennessee at Chattanooga
www.utc.edu

Dr. Jesse Register, Superintendent
Dr. Bill Stacey, Chancellor
Dr. Mary Tanner, Dean, College of Education, UTC
Dr. Lonita D. Davidson, Assistant Superintendent, Personnel Division
Dr. Joyce E. Hardaway, Director, Recruitment/Licensed Personnel
Dr. Kathleen Puckett, UTC Associate Professor

*Material is copywritten. Permission to be used must be procured by contacting Dr. Hardaway.

January, 2000

Dear Alternative Certification Applicant:

Thank you very much for your interest in the Hamilton County Schools/University of Tennessee at Chattanooga Alternative Certification Program. For the 2000-2001 school year, we will be directing our recruitment efforts toward filling critical teaching needs in the following areas: special education, mathematics (middle and high school); science (middle and high school), and foreign language.

In order to be considered, you MUST meet specific criteria. Course requirements vary depending on the area selected, so please read carefully. Please adhere to the following instructions to ensure that your application is given prompt attention.

A. Complete the **HCDE *Professional Employment Application for Alternative Certification.***
B. Complete the University of Tennessee Student Application. This is not necessary if you are already enrolled in the university system. This should be sent to UTC.
C. Complete the Alternative Certification Commitment Form
D. Enclose the following with the application:
   - Two official transcripts from all colleges/universities attended, reflecting courses taken and degree conferred (one transcript should be attached to the transcript summary)
   - A photocopy of two of the following: 1) social security card, 2) driver's license, 3) passport, or 4) birth certificate
   - Current resume
   - Alternative Certification Commitment Form
   - Transcript Summary

You will receive a written response regarding your acceptance in the Alternative Certification program by April 15, 2000. The initial classes will begin on May 10, 2000 (evening courses).

We appreciate your interest in this innovative partnership between the Hamilton County Schools and the University of Tennessee at Chattanooga. If you have questions, contact Dr. Kathleen Puckett (423-755-4122) or Dr. Joyce Hardaway (423 209-8517).

Sincerely,

Lonita D. Davidson, Ed. D.
Assistant Superintendent
Personnel Division, HCDE

Joyce E. Hardaway, Ed. D.
Director of Recruitment
Personnel Division, HCDE

Kathleen Puckett, Ph.D.
Associate Professor
University of Tennessee
at Chattanooga

LD:JH.acp.hr

Application may be picked up at the above address.

APPLICATION PROCESS

All applications must be submitted or postmarked by February 18, 2000, to be considered for the 2001-2001 school year. Each application packet must include:

- ☐ Completed HCDE Professional Employment Application
- ☐ Current Résumé
- ☐ Completed Alternative Certification Commitment Form (Signed and Dated)
- ☐ Photocopy of social security card and driver's license
- ☐ ***Two official*** transcripts from ***all*** colleges/universities attended, reflecting courses taken and the ***degree conferred. One transcript should be attached to the Transcript Summary.***

  - Refer to program requirements for specified areas of certification.
  - A transcript evaluation from one of the following companies must accompany the application if the transcript is from outside the United States. Such evaluations typically require four to six weeks to complete.
  - Reports must be detailed (i.e., grade point average, designation of upper and lower division courses, grades, etc.).

Educational Credential Evaluators P. O. Box 92970 Milwaukee, WI 53202 (414) 289-3400	World Education Services P. O. Box 745 Old Chelsea Station New York, NY 10113-0745 (212) 966-6311
Foreign Credential Services of America 1910 Justin Lane Austin, TX 78757 (512) 459-8428	

After evaluation of your application, the Personnel Department of HCDE will communicate with you regarding your eligibility status and next steps.

Other conditions of employment with the Hamilton County Department of Education include:

- Physical Examination: Must present a physical examination report including tuberculin test results on forms furnished by HCDE and signed by your private licensed physician showing evidence of physical and mental fitness for teaching.
- Criminal Records Check: Must be fingerprinted and a criminal records check completed within 90 days of employment.
- Completed application with the University of Tennessee at Chattanooga.

Meeting eligibility requirements does not guarantee acceptance into the Alternative Certification Program.

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HAMILTON COUNTY DEPARTMENT OF EDUCATION
COMMONLY ASKED QUESTIONS
ABOUT ALTERNATIVE CERTIFICATION

Am I guaranteed a position once I have submitted my application?

No. Only applicants who are selected for the program are guaranteed a position. The Hamilton County Schools' Personnel Division determines the number of positions needed for the school year.

Will all certification areas be offered for the summer 2000?

No. Certification areas for the training are based upon vacancies in the Hamilton County Department of Education. Areas offered in 2000 are special education, mathematics, science, and foreign languages.

What will it cost to apply?

Transcript evaluation (cost determined by individual companies); only foreign transcripts need translating/evaluating. There is a $25.00 application fee payable to UTC with your initial application to the University.

What is the cost of participation?

There are internship and education expenses. The internship cost is $2,500.00.

How/When will I pay for the internship expenses?

The participant will have two options: 1) lump sum of $2,500, payable by June 1, 2000, *or* 2) 10 months payroll deduction.

What are the educational expenses?

Each individual pays his/her own tuition/books. Approximate tuition costs* are: $183 per semester hour with a maximum charge of $1,667 per semester. The cost of books varies.

A $25.00 application fee is required by UTC, the collaborating university. This fee must accompany the application to University.

Financial assistance for tuition is available to those accepted into this program.

The Praxis I is required. The cost of this test is $89.00 for the paper/pencil version. The Praxis I may be taken at Sylvan Learning Center (computer version) at any time for $110. A minimum score is required by the State of Tennessee and for this program.

***Fees subject to change and are determined by UTC.**

When will I need to pay the university fees?

Tuition is payable to UTC according to their Summer I schedule which falls between May 10 through June 10 and on June 19, 2000.

Will I be required to register for courses I have successfully completed?

No, UTC staff will evaluate transcripts and waive courses which have already been taken within the last ***five*** years.

What happens after my application is submitted?

The Hamilton County Department of Education Personnel Division will process the application after receipt of:

- Evaluation of transcript
- Criminal background check
- Screening Interview
- Essays Evaluation
- Reference Checks

What are the training dates/times?

8:00 a.m. – 5:00 p.m. on June 19 — August 4, 2000.

When will I need to quit my current job?

All applicants selected will need to be available on May 10, 2000, for evening classes at the university. The daily schedule will begin on June 19, 2000.

When will I know my assignment?

Assignments are typically made between June 1 and August 4; dates will vary.

Will I have a choice of geographic locations/schools? No

What will my salary be as a first-year intern teacher?

Salaries for 2000-2001 have not been determined. The 1999-2000 salary was:

Bachelors	$26,097 (- $2,500)
Masters	$30,011 (- $2,500)
Doctorate	$33,926 (- $2,500)

Internship costs will be deducted monthly, or payable in one sum on June 1, 2000.

ALTERNATIVE CERTIFICATION PROGRAM
APPLICANT COMMITMENT FORM

This form is to be read and signed by the applicant and returned to the Personnel Division with the completed application. Failure to sign and return this form may eliminate an applicant from consideration.

Position applying for:

☐ Math ☐ Science ☐ Special Education

☐ Foreign Language (specify language) _____

☐ Other _____

Please write your initials by each line indicating your agreement.

In the event I meet all initial requirements, I am screened, and I am selected for the program, as a condition of employment:

____ I agree to be ready to report for training on May 10, 2000, for evening classes at UTC.

____ I agree to attend all required training sessions (8 – 5 p.m., Monday through Friday, June 19 – August 4) at UTC or Hamilton County Department of Education Staff Development Center.

____ I agree to enroll in the designated hours at UTC and to pay the required fees/books/tuition by the designated dates.

____ I agree to enroll in any specified courses required to remove course deficiencies, complete the specified hours required by Hamilton County Department of Education's designated dates, and provide a transcript to Hamilton County Department of Education and UTC as requested.

____ I hereby authorize the Hamilton County Department of Education to contact references which I have submitted.

____ I understand that I will be subject to a criminal background check before being accepted into the Hamilton County Alternative Certification Program.

____ I understand that my failure to teach in the Hamilton County Schools for three years after receiving my license will result in my payment of the salary earned in 2000-2001.

_____ _____

Date Signature of Applicant

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SAMPLE

SECONDARY MATHEMATICS
GRADE 7-12

An applicant must:

- Have a four-year college degree from an accredited college or university;
- Have an overall 2.5 grade point average in coursework required for certification;
- Have 24 semester hours in math;
- Be available for training May 10 (evenings) and June 19, 2000 (days);
- Complete six semester hours of coursework by July 1, 2000;
- Make a minimum score on the Praxis I.

During the school year internship, the applicant must:

- Complete twelve additional semester hours of coursework by June 1, 2001;
- Meet full appraisal requirements of the state and Hamilton County Department of Education;
- Be recommended for certification by the school principal, the mentor teachers, and the UTC staff;
- Attend all Hamilton County Department of Education training sessions held on Mondays throughout the year (any additional training deemed necessary by the alternative certification program).

During the two summer sessions, the applicant must:

- Attend all sessions June 19 – August 4, 2000 (Monday – Friday, 8:00 a.m. – 5:00 p.m.);
- Complete coursework competencies tied to staff development;
- Pass the mathematics portion of the National Teachers' Exam (Praxis II) and Principles of Teaching and Learning.

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Hamilton County Department of Education

ALTERNATIVE CERTIFICATION PROGRAM

REQUIREMENTS

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HAMILTON COUNTY DEPARTMENT OF EDUCATION
AND THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
ALTERNATIVE CERTIFICATION PROGRAM
TRANSCRIPT SUMMARY

Directions: Complete the following form and attach one official copy of all transcripts(s). If applying for more than one area of alternative certification, complete transcript summary for each content area. Please refer to individual subject area requirements for licensure.

Alternative Certification Position Applying for: _____

_____ _____ _____ _____ - _____ - _____
Last Name First Name Middle or Maiden SSN

_____ _____ _____ _____
Street Address City State Zip

_____ _____
Daytime Telephone Number Evening Telephone Number

Bachelor's Degree:
University: _____ Location: _____

Date Granted: _____ GPA: _____

College Admission Test(s) and Scores: _____

Other College or University Coursework:
University: _____ Location: _____

Date Granted: _____ GPA: _____ Degree Conferred: _____

List Course Name and Number, Hours Credit, Date, Grade, and University of all courses which meet subject area requirements for this area of licensure. (Q = Quarter Hours, S = Semester Hours)

Course Name	Number	Hours Credit	Q or S	Date	Grade	University

Other requirements completed (documentation included): _____

_____ _____
Signature of Applicant Date

For office use only: Applicant meets the following requirements: BS:____ Accredited:____ GPA:_____
Subject Area:_____ Test Scores:_____
Signature:_____

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HAMILTON COUNTY DEPARTMENT OF EDUCATION
AND THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
ALTERNATIVE CERTIFICATION PROGRAM
INDIVIDUAL SUBJECT AREA MINIMUM REQUIRMENTS FOR LICENSURE

Special Education (Mild Disabilities) Red Cross Certificate 6 hours in English 6 hours in Math (above the developmental level) 6 hours in Science 6 hours in Social Studies Praxis I Praxis II by end of internship	Foreign Language: 18 semester hours in chosen Language or equivalent competencies. Praxis I Praxis II by end of internship
Science: Middle Grades 16 hours in the natural sciences: Biology, Chemistry, either Geology, Physics, or Astronomy. 6 hours of math at 131 (equivalent) or above Praxis I Praxis II by end of internship	Science: Secondary 24 semester hours in a combination of the following sciences: Astronomy, Biology, Chemistry, Geology, and Physics or 24 hours in a science concentration. 6 hours of math 131 (equivalent) and above Praxis I Praxis II by end of internship
Math: Middle Grades 9 hours of Math at 131 or above Computer Science 150 or equivalent Praxis I Praxis II by end of internship	Math: Secondary 24 semester hours in Math, 12 hours of which is upper level (junior, senior, graduate level) Praxis I Praxis II by end of internship

Requirements are listed in semester hours. Applicant must pass the specified Praxis II test by the end of the internship year; additional coursework to meet these standards may be required.

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WRITTEN TEST PROCEDURE

The deadline for receipt of applications is February 18, 2000. After turning in applications, each alternative certification participant should schedule a written test at the Hamilton County Staff Development Center, 1161 West 40th Street. Call Linda Knowles, 825-7292 or 825-7343 to schedule your time. This should be completed by March 4. The test is free and should be completed in less than an hour.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
9:00-11:00	3:00-6:00	9:00-11:00	3:00-6:00

SATURDAY	TIME
January 22, 2000	**9-12**
February 19, 2000	**9-12**

In addition to this written test you must take the Praxis I, which is required by the State of Tennessee. Participants must make the State's minimum scores to be accepted in the program.

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MONDAY JUNE 19	TUESDAY JUNE 20	WEDNESDAY JUNE 21	THURSDAY JUNE 22	FRIDAY JUNE 23
8:30 –11:30	**8:30 – 11:30**	**8:30 – 11:30**	**8:30 – 11:30**	**8:30 – 11:30**
Math: Effective Teachers Corliss Anderson	Math: Special Ed Req Maxine Levy	Math: Classroom Observations/Conferences	Math: Wendy Jung Organizing your Roll Book	Math: Mike Armour 339-2749 Classroom Organizational Strategies
Science: Effective Teachers Corliss Anderson	Science: Special Ed Req Maxine Levy	Science: Classroom Observations/Conferences	Science: Wendy Jung Organizing your Roll Book	Science: Mike Armour Classroom Organizational Strategies
Special Ed: Effective Teachers Corliss Anderson	Special Ed: Special Ed Req Maxine Levy	Special Ed: Spec. Ed Req Maxine Levy	Special Ed.: Wendy Jung Organizing your Roll Book	Special Ed.: Maxine Levy
Foreign Lang: Effective Teachers Corliss Anderson	Foreign Lang: Special Ed Req Maxine Levy	Foreign Lang: Classroom Observations/Conferences	Foreign Lang.: Wendy Jung Organizing your Roll Book	Foreign Lang.: Mike Armour Classroom Organizational Strategies
1:00 – 5:00	**1:00 – 5:00**	**1:00 – 5:00**	**1:00 – 5:00**	**1:00 – 5:00**
Math: Special Ed Req Maxine Levy	Math: Special Ed Req Maxine Levy	Math: Classroom Observations/Conferences	Math: Classroom Observations/Conferences	Math: Effective Teaching -Wong/Wong Joyce Hardaway 209-8517
Science: Special Ed Req Maxine Levy	Science: Special Ed Req Maxine Levy	Science: Classroom Observations/Conferences	Science: Classroom Observations/Conferences	Science: Effective Teaching -Wong/Wong Joyce Hardaway
Special Ed: Special Ed Req Maxine Levy	Special Ed: Special Ed Req Maxine Levy	Special Ed: Special Ed Req Maxine Levy	Special Ed: Special Ed Req Maxine Levy	Special Ed: Special Ed Req Maxine Levy
Foreign Lang: Special Ed Req Maxine Levy	Foreign Lang: Special Ed Req Maxine Levy	Foreign Lang: Classroom Observations/Conferences	Foreign Lang: Classroom Observations/Conferences	Foreign Lang.: Effective Teaching -Wong/Wong Joyce Hardaway

MONDAY JUNE 26	TUESDAY JUNE 27	WEDNESDAY JUNE 28	THURSDAY JUNE 29	FRIDAY JUNE 30
8:30 – 11:30	**8:30 – 11:30**	**8:30 – 11:30**	**8:30 – 11:30**	**8:30 – 11:30**
Math **UTC Classes**	Math **UTC Classes**	Math **UTC Classes**	Math **UTC Classes**	Math **UTC Classes**
Science **UTC Classes**	Science **UTC Classes**	Science **UTC Classes**	Science **UTC Classes**	Science **UTC Classes**
Special Ed **UTC Classes**	Special Ed **UTC Classes**	Special Ed **UTC Classes**	Special Ed **UTC Classes**	Special Ed **UTC Classes**
Foreign Lang **UTC Classes**	Foreign Lang **UTC Classes**	Foreign Lang **UTC Classes**	Foreign Lang **UTC Classes**	Foreign Lang **UTC Classes**
1:00 – 5:00	**1:00 – 5:00**	**1:00 – 5:00**	**1:00 – 5:00**	**1:00 – 5:00**
Math **UTC Classes**	Math **UTC Classes**	Math **UTC Classes**	Math **UTC Classes**	Math **UTC Classes**
Science **UTC Classes**	Science **UTC Classes**	Science **UTC Classes**	Science **UTC Classes**	Science **UTC Classes**
Special Ed **UTC Classes**	Special Ed **UTC Classes**	Special Ed **UTC Classes**	Special Ed **UTC Classes**	Special Ed **UTC Classes**
Foreign Lang **UTC Classes**	Foreign Lang **UTC Classes**	Foreign Lang **UTC Classes**	Foreign Lang **UTC Classes**	Foreign Lang **UTC Classes**

MONDAY JULY 3	TUESDAY JULY 4	WEDNESDAY JULY 5	THURSDAY JULY 6	FRIDAY JULY 7
8:30 – 11:30	**8:30 – 11:30**	**8:30 – 11:30**	**8:30 – 11:30**	**8:30 – 11:30**
Math: **UTC Classes**	Math: **Vacation**	Math: **UTC Classes**	Math: **UTC Classes**	Math: **UTC Classes**
Science: **UTC Classes**	Science: **Vacation**	Science: **UTC Classes**	Science: **UTC Classes**	Science: **UTC Classes**
Special Ed: **UTC Classes**	Special Ed: **Vacation**	Special Ed: **UTC Classes**	Special Ed: **UTC Classes**	Special Ed: **UTC Classes**
Foreign Lang: **UTC Classes**	Foreign Lang: **Vacation**	Foreign Lang: **UTC Classes**	Foreign Lang: **UTC Classes**	Foreign Lang: **UTC Classes**
1:00 – 5:00	**1:00 – 5:00**	**1:00 – 5:00**	**1:00 – 5:00**	**1:00 – 5:00**
Math: **UTC Classes**	Math: **Vacation**	Math: **UTC Classes**	Math: **UTC Classes**	Math: **UTC Classes**
Science: **UTC Classes**	Science: **Vacation**	Science: **UTC Classes**	Science: **UTC Classes**	Science: **UTC Classes**
Special Ed: **UTC Classes**	Special Ed: **Vacation**	Special Ed: **UTC Classes**	Special Ed: **UTC Classes**	Special Ed: **UTC Classes**
Foreign Lang: **UTC Classes**	Foreign Lang: **Vacation**	Foreign Lang: **UTC Classes**	Foreign Lang: **UTC Classes**	Foreign Lang: **UTC Classes**

MONDAY JULY 10	TUESDAY JULY 11	WEDNESDAY JULY 12	THURSDAY JULY 13	FRIDAY JULY 14
8:30 – 11:30	**8:30 – 11:30**	**8:30 – 11:30**	**8:30 – 11:30**	**8:30 – 11:30**
Math: Computer Applications Appleworks, Word, Excel Linda Cass	Math: Internet, Webquests, virtual field trips, telecollaboration	Math: Standards First Steps – Nancy Copeland 842-7880	Math: Leslie Schoonover 877-6288 **Strategies for Success**	Math: Leslie Schoonover 877-6288 **Strategies for Success**
Science: Computer Applications – Appleworks, Word, Excel Linda Cass	Science: Internet, Webquests, virtual field trips, telecollaboration	Science: Standards First Steps – Nancy Copeland 842-7880	Science: John Stewart 870-3978 Strategies for Success	Science: John Stewart 870-3978 Strategies for Success
Special Ed: Computer Applications – Appleworks, Word, Excel Linda Cass	Special Ed: Internet, Webquests, virtual field trips, telecollaboration	Special Ed: Standards First Steps – Nancy Copeland 842-7880	Special Ed: Maxine Levy **Participation in Regular Ed**	Special Ed: Maxine Levy 209-8453 Test Accommodation
Foreign Lang: Computer Applications – Appleworks, Word, Excel Linda Cass	Foreign Lang: Internet, Webquests, virtual field trips, telecollaboration	Foreign Lang: Standards First Steps – Nancy Copeland 842-7880	Foreign Lang: Joy Miller 892-1761 **Strategies for Success**	Foreign Lang: Joy Miller 892-1761 **Strategies for Success**
1:00 – 5:00	**1:00 – 5:00**	**1:00 – 5:00**	**1:00 – 5:00**	**1:00 – 5:00**
Math: Computer Applications – Appleworks, Word, Excel Linda Cass	Math: Internet, Webquests, virtual field trips, telecollaboration	Math: Standards First Steps – Nancy Copeland	Math: : Leslie Schoonover **Strategies for Success**	Math: Leslie Schoonover **Strategies for Success**
Science: Computer Applications – Appleworks, Word, Excel Linda Cass	Science: Internet, Webquests, virtual field trips, telecollaboration	Science: Standards First Steps – Nancy Copeland	Science: John Stewart **Strategies for Success**	Science: John Stewart Strategies for Success
Special Ed.: Computer Applications – Appleworks, Word, Excel Linda Cass	Special Ed: Internet, Webquests, virtual field trips, telecollaboration	Special Ed: Standards First Steps – Nancy Copeland	Special Ed: Maxine Levy **Participation in Regular Ed**	Special Ed: Maxine Levy Test Accommodation

MONDAY JULY 17	TUESDAY JULY 18	WEDNESDAY JULY 19	THURSDAY JULY 20	FRIDAY JULY 21
8:30 –11:30 **Math: Connected Math for New Teachers** **Science: Trouble Shooting the computer, Peripherals, Powerpoint** Special Ed.: Trouble Shooting the computer, Peripherals, Powerpoint Foreign Lang.: Trouble Shooting the computer, Peripherals, Powerpoint	**8:30 – 12:30** **Math: Connected Math for New Teachers** Science: Inspiration, Hyperstudio, Portfolio Assessment Linda Cass Special Ed.: Inspiration, Hyperstudio, Portfolio Assessment Linda Cass Foreign Lang. Inspiration, Hyperstudio, Portfolio Assessment Linda Cass	**8:30 – 11:30** **Math: Connected Math for New Teachers** Science: Standards – Next Steps Nancy Copeland Special Ed.: Standards – Next Steps Nancy Copeland Foreign Lang.: Standards – Next Steps—Nancy Copeland	**8:30 – 11:30** Math: Standards – Next Steps– Inclusion Nancy Copeland/Maxine Levy Science: Standards – Next Steps– Inclusion Nancy Copeland/Maxine Levy Special Ed.: Standards – Next Steps– Inclusion Nancy Copeland/Maxine Levy Foreign Lang.: Standards – Next Steps—Inclusion Nancy Copeland/Maxine Levy	**8:30 – 11:30** Math: Sharee Miller **Chattanooga Middle School 894-6128** Science: Mary Jo Gray **Staff Development Center 842-8419** Special Ed.: .Maxine Levy Foreign Lang.: Joy Miller 892-1761
1:00 – 5:00 **Math: Connected Math for New Teachers** **Science: Trouble Shooting the computer, Peripherals, Powerpoint** **Special Ed.: Trouble Shooting the computer, Peripherals, Powerpoint**	**2:00** Math: Induction **HCDE Board Room** Science: : Induction **HCDE Board Room** Special Ed.: : Induction **HCDE Board Room**	**1:00 – 5:00** **Math: Standards – Next Steps – Nancy Copeland** Science: Standards – Next Steps– Nancy Copeland Special Ed.: Standards – Next Steps– Nancy Copeland	**1:00 – 5:00** Math: Standards – Next Steps— Inclusion Nancy Copeland/Maxine Levy Science: Standards – Next Steps— Inclusion Nancy Copeland/Maxine Levy Special Ed.: Standards – Next Steps— InclusionNancy Copeland/Maxine Levy	**1:00 – 5:00** Math: Sharee Miller **Chattanooga Middle School 894-6128** Science: Mary Jo Gray **Staff Development Center 842-8419** Special Ed.: Maxine Levy **Schedule Page**

MONDAY JULY 24	TUESDAY JULY 25	WEDNESDAY JULY 26	THURSDAY JULY 27	FRIDAY JULY 28
8:30 –11:30 Math: Shari Miller Chattanooga Middle School Science: Mary Beth Sutton 886-5892 **Staff Devlopment Center** Special Ed.: Maxine Levy **Behavior Plans** Foreign Lang.: Beatrice Ingram 499-4106 East Ridge High	**8:30 – 11:30** Math: Diversity Training Malcolm Walker 825-7292 **Staff Development Center** Science: Diversity Training Malcolm Walker **Staff Development Center** Special Ed.: Diversity Training **Staff Development Center** Foreign Lang.: Diversity Training **Staff Development Center**	**8:30 – 11:30** Math: Tracey Purdue Science: Jeannette Underwood 238-4022 Room 321 Tyner High Special Ed.: Maxine Levy **Transition Plan** Foreign Lang.: Mary Keebler **Staff Development Center**	**8:30 – 11:30** Math: Tracey Purdue **Staff Development Center** Science: Jeannette Underwood Room 321 Tyner High Special Ed.: TBD Foreign Lang.: Mary Keebler **Staff Development Center**	**8:30 – 10:30** Math: C&I Support **Operations/ Win Win Win** Science: C&I Support **Operations/ Win Win Win** Special Ed.: C&I Support **Operations/ Win Win Win** Foreign Lang.: C&I Support **Operations/ Win Win Win**
1:00 – 5:00 Math: Sharee Miller Chattanooga Middle School Science: Mary Beth Sutton 886-5892 Staff Development Center Special Ed.: Maxine Levy **Behavior Plans**	**1:00 – 5:00** Math: Diversity Training **Staff Development Center** Science: Diversity Training **Staff Development Center** Special Ed.: Diversity Training **Staff Development Center**	**1:00 – 5:00** Math: Tracey Purdue Science: Jeannett Underwood Room 321 Tyner High Special Ed.: Maxine Levy IEP Team Summary Notes	**1:00 – 5:00** Math: Tracey Purdue Science: Jeannett Underwood Room 321 Tyner High Special Ed.:	**Luncheon 12:00-1:15** **1:30 – 5:00** Math: Work in rooms Science: Work in rooms Special Ed.: Work in rooms

MONDAY JULY 31	TUESDAY AUGUST 1	WEDNESDAY AUGUST 2	THURSDAY AUGUST 3	FRIDAY AUGUST 4
8:30 – 11:30	**8:30 – 11:30**	**8:30 – 11:30**	**8:30 – 11:30**	**8:30 – 11:30**
Math: UTC Calculator Workshop 8-3:30 Kathy Puckett	Math: UTC Calculator Workshop 8-3:30 Kathy Puckett	Math: UTC Calculator Workshop 8-3:30 Kathy Puckett	Math: UTC Calculator Workshop 8-3:30 Kathy Puckett	Math: UTC Calculator Workshop 8-3:30 Kathy Pucke
Science: TBA	Science: TBA	Science: TBA	Science: TBA	Science:
Special Ed.: TBA	Special Ed.: The Assessment Process: Donna Palmer	Special Ed.: The Assessment Process: Donna Palmer	Special Ed.: The Assessment Process: Donna Palmer	Special Ed.: . The Assessment Process: Donna Palmer
Foreign Lang.: TBA	Foreign Lang.: TBA	Foreign Lang.: TBA	Foreign Lang.: TBA	Foreign Lang.:
1:00 – 5:00	**1:00 – 5:00**	**1:00 – 5:00**	**1:00 – 5:00**	**1:00 – 5:00**
Math: UTC Calculator Workshop 8-3:30 Kathy Puckett	Math: UTC Calculator Workshop 8-3:30 Kathy Puckett	Math: UTC Calculator Workshop 8-3:30 Kathy Puckett	Math: UTC Calculator Workshop 8-3:30 Kathy Puckett	Math: UTC Calculator Workshop 8-3:30 Kathy Pucke
Science: Mentor Workshop	Science: TBA	Science: TBA	Science: TBA	Science: TBA
Special Ed.: Mentor Workshop	Special Ed.: The Assessment Process: Donna Palmer	Special Ed.: The Assessment Process: Donna Palmer	Special Ed.: The Assessment Process: Donna Palmer	Special Ed.: The Assessment Process: Donna Palmer
Foreign Lang.: Mentor Workshop	Foreign Lang.: TBA	Foreign Lang.: TBA	Foreign Lang.: TBA	Foreign Lang.: TBA

ALTERNATIVE CERTIFICATION APPLICANTS

SCREENING RECORDS

PERSONAL INFORMATION			SCORES							
Applicant	Phone	Interest Area	Application	Writing	Math	Transcript	1st Interview Haberman	2nd Interview Principals	Total	Status

HAMILTON COUNTY DEPARTMENT OF EDUCATION
PERSONNEL DIVISION

Mentor Record of Activities

Preface: This form provides the mentor with a checklist to assure development of a quality growth relationship with the mentee. It is not necessary that every item be dated and initialed, since there needs to be an element of flexibility in the mentor-mentee relationship. However, this will help us to see what has been done and to give an accountability aspect to the Beginning Teacher Mentoring training. Please complete one of these forms for each teacher with whom you work as a mentor.

A. DEMOGRAPHICS:

Mentee Name	**School Phone**
School Address	**School Fax**
City/Zip	
Home Address	**Home Phone**
City/Zip	
E-Mail Address	**Pager**
Teaching Assignment(s)	**Planning Time**

B. TASKS COMPLETED:

		DATE	INITIALS
1.	***August, 2000***		
	• *Contact your mentee (phone or in person)*		
	• *Send an informal note to your mentee*		
	• *Send an informal note to your principal (re: contacts)*		
	• *Devise a plan to link mentee to system-wide meetings*		
	• *Review year-long checklist with mentee*		
2.	***September/October, 2000***		

		DATE	INITIALS
	• *Welcome mentee with a personal phone call*		
	• *Take mentee on a tour of the building*		
	• *Introduce mentee to other staff*		
	• *Have coffee or lunch away from the building*		
	• *Attend social gatherings or meet in some social setting*		
	• *"Drop in" to touch base*		
	• *Attend Mentoring Workshop Sponsored by the District*		
	• *Share a funny or interesting event that happened today*		
	• *Write an occasional note supporting activities or events*		
	• *Schedule a conference with your mentee.*		
	Talk about		
	➢ *Keeping gradebooks*		
	➢ *Maintaining discipline*		
	➢ *Managing classroom instruction*		
	➢ *Obtaining supplies*		
	➢ *Identifying school policies and procedures*		
	➢ *Discussing homework, makeup policies*		
	➢ *Preparing for parent conferences and contacts*		
	• *Show mentee where to find materials, supplies, etc.*		
	• *Discuss optional inservice hours with your mentee*		
	• *Share system-wide publications (newsletters, etc.)*		
	• *Develop Mentor-Mentee Action Plan*		
3.	***November/December, 2000***		
	• *Schedule your second conference*		
	Talk about		
	➢ *How they're progressing with gradebook*		
	➢ *Classroom management/discipline*		
	➢ *Student motivation and feedback*		
	➢ *Ask mentee what they would like to discuss*		
	• *Share resources for professional development*		
	➢ *Teacher Center activities*		
	➢ *Supervisor initiated activities*		
	➢ *Local university opportunities*		
	➢ *Books to read*		
	• *Continue to share events and happening of the day*		
	• *"Drop in" to touch base*		
	• *Check inservice publications for training opportunities*		
	• *Talk about arranging for substitutes*		
	• *Discuss school traditions and district policies regarding holiday events and activities*		
	• *Review current needs for curriculum materials and resources*		
	• *Send short informal notes of reinforcement and support*		
	• *Spend time reflecting on successes that have occurred to*		

		DATE	INITIALS
	date		
	• *Communicate with your principal about your activities*		
	• *Meet w/school system/UTC regarding progress*		
	• *Complete mid-year evaluation form*		
4.	***January/February, 2000***		
	• *Schedule your third conference*		
	Talk about:		
	➢ *School/classroom procedures for ending and beginning the semester*		
	➢ *Report cards and grading*		
	➢ *Curriculum resources*		
	• *Talk about promoting positive relationships among students and teachers*		
	• *Share resources for professional development opportunities:*		
	➢ *Teacher center activities*		
	➢ *Local school study groups and training opportunities*		
	➢ *Local university opportunities*		
	➢ *Books to read*		
	• *Review Mentor-Mentee Action Plan*		
	• *Reflect on successes to date*		
	• *Discuss areas of concern with mentee*		
	• *Have mentee self-evaluate growth experiences and discuss "next steps"*		
	• *Identify modifications*		
	• *Plan activities for the second semester*		
	• *Review and discuss system staff roles, departments, and support services*		
	• *Continue informal communications*		
	• *Plan a real (visible) celebration for the completion of the first term (semester)*		
	• *Communicate with your principal about your activities*		
5.	***March/April, 2000***		
	• *Schedule your fourth conference*		
	Talk about mentee's concerns		
	• *Discuss professional organizations*		
	• *Share literature, research readings, and professional journals*		
	• *Talk about the use of community resources, e.g., guest speakers, field trips, etc.*		
	• *Review the Mentor-Mentee Action Plan*		
	• *Arrange with your prinicpal (if possible) for your mentee to observe other teachers teaching*		
	• *Discuss ways to observe teachers*		
	• *Be specific in identifying needs and giving feedback*		
	• *Discuss ways to observe teachers*		

		DATE	INITIALS
	• *Be specific in identifying needs and giving feedback completing the required 6 hours*		
	• *Talk about testing and evaluation services*		
	• *Focus on building your mentee's autonomy and self-confidence*		
	• *Discuss how the mentee is using multiple strategies in presenting a lesson*		
	• *Continue activities on the action plan*		
	• *CELEBRATE!*		
	• *Communicate with your principal about your activities*		
	• *Meet w/school system/UTC regarding progress*		
6.	***May/June, 2000***		
	• *Begin to move the mentor-mentee relationship away from previously established schedules and patterns*		
	• *Continue to focus on mentee autonomy, self-confidence, and self-direction*		
	• *Hold your fifth conference. Review procedures for ending and beginning the school year.*		
	• *Revise mentor-mentee activities. Identy goals for next year.*		
	• *Review, Reflect, CELEBRATE!!*		
	• *Communicate with your principal about your activities*		
	• *Complete end-of-year evaluation form*		

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The Goal: Urban Impact

Bonnie Warren-Kring
University of Tennessee at Chattanooga

In collaboration with the Alternative Certification Program, the Urban IMPACT grant (Innovating to Motivate and Prepare Able Classroom Teachers for Urban settings) provided the funds for faculty to revise six Alternative Certification courses during the summer 2000 semester. The Urban IMPACT is a Title II, federal Teacher Quality Enhancement Grant and has two main goals. The first is to equip beginning teachers with the necessary skills to succeed in working with diverse, urban, student populations, and the second addresses the need to establish a system of professional and social supports for novice and student teachers assigned to urban schools. The Urban IMPACT Grant joined with the Alternative Certification Program to fulfill the first goal: to equip beginning teachers with the necessary skills to succeed in working with diverse, urban, student populations.

Research indicates that quality teaching has a high correlation with student achievement. Darling-Hammond (1999) reports that "...after controlling for student characteristics like poverty and language status, the strongest predictor of state-level student achievement in reading and mathematics on the NAEP was each state's proportion of well-qualified teachers (as defined by the proportion with full certification and a major in the field they teach). A strong negative predictor of student achievement was the proportion of teachers on emergency certificates." The type of preparation of America's teachers affects the quality of its teachers. Our colleges of education across America need to be aware of the changing demographics of its public school student population. America's school-age population is becoming increasingly diverse; it is multi-racial, multi-ethnic, and multi-lingual. Garcia (1997) reports that "one in every three children nationwide is from a minority group, one in every seven children speaks a language other than English at home, and one in fifteen children was born outside the U.S." (p.ix).

However, there is a disconnection between America's teachers and the children they will teach. Cazden & Mehan (1989) portray a beginning teacher in the 1990s as "female, in the early to mid-twenties, Anglo, and from a lower-middle-income to middle-income family. It is important to realize that these will be the characteristics of beginning teachers, because they will not match those of their pupils" (p.47). Eighty-five percent of America's novice teachers are white, and many have not lived in contact with people of color nor near high-poverty neighborhoods (Banks, 1991; Goodlad, 1990).

Darling-Hammond (1997) in her book, The Right to Learn, observes that the role and quality of the teacher is central to the issue of assisting poor minority children to succeed in school. Teachers, who are not prepared for teaching in an urban context, greatly increase the inequities in the opportunity of diverse students to learn and achieve.

Because of the disparity of cultural and economic backgrounds between our future teachers and the students they teach, America's education students need to be taught multicultural awareness and strategies for dealing successfully with students of color. Zeichner (1996) enumerates five key elements of successful teaching for diverse populations living in poverty:

- **High expectations** – believing that students of color can learn and learn well
- **Scaffolding** – bridging strategies between the cultures of school and home
- **Sociocultural knowledge** – how ethnicity, second-language acquisition, and poverty drive school performance and achievement
- **Teaching strategies** – taking the subject content and making it relevant to the lives of diverse students; being knowledgeable about content and able to provide examples and illustrations to explain subject matter. Also, being knowledgeable about the diversity of students in order to make examples and illustrations of the subject mater relevant to their

lives and experiences as well as the need to recognize and teach to multiple intelligences and various learning styles.

- **Authentic assessment and parent involvement** – student portfolios, checklists, inventories, and teacher observations in addition to creatively engaging multicultural parents in their children's education.

Gloria Ladson-Billings (1994) in her book, The Dreamkeepers, proposes that it is not about *what* we teach but *how* we teach African-American students that makes the difference in students' perception of the curriculum and their ability to achieve academically. She suggests that teachers who capitalize on students' social and cultural backgrounds by using student experiences and knowledge as part of the curriculum are able to make teaching relevant to the students' lives. Culturally relevant teaching empowers students by utilizing their prior knowledge to build new knowledge and successful achievement. Teachers can use students' knowledge to make natural and relevant connections to their lives such as their knowledge of home remedies, folktales, community politics, and police brutality. Connections that are made within the community can then create relevant bridges to national and global understanding of subject matter.

William Jenkins (1990) in his book, Understanding and Educating African-American Children, is concerned that white schools are not "adequately preparing black children for wholesome lives and productive citizenship" (p.64). According to Jenkins, many of the black schools prior to integration understood the importance of the curriculum, but also the importance of the teachers. The teachers in these black schools had a mission to produce black men and women who had self-worth and self-respect and who would one day make valuable contributions to America. Jenkins feels that black students need to be engaged in serious discussions about racial pride, teenage pregnancy, handling anger, unfulfilled dreams, and the inequalities that still exist today in America and how they can productively bring about change. White teachers need to see

how they can support and encourage black students to develop to their full potential as human beings.

Lisa Delpit (1995) speaks to similar issues in her book, Other People's Children. She spent a year in Papua New Guinea on a research fellowship from Harvard studying the effectiveness of the Vilas Tokples School Pri-Skul project. The results of this research showed that by learning their own language and cultural values first, the children learned to value their own language and culture. The foundations of self-respect and pride in their own language and cultural background allowed them to venture with confidence into the areas of academic achievement and literacy in another language. The implication of this finding is that when educators in America understand and value the culture of the African-Americans in their classrooms then their black students will also take pride in their culture and use that self-confidence to build social and academic achievement within the predominantly white culture.

Linked closely to the idea of training successful urban teacher candidates is that of connecting the classroom to the urban community where the children are being raised. Parental involvement with students is another facet of academic success for minorities. The nationally heralded and federally funded "Light's On" program begun in Chattanooga by Anne O. McGintis is one example of a program which meets the need to provide support for urban children after school and to involve parents in the education of their children. Michael-Bandele (1998) in his chapter entitled, "The African Advantage," describes the importance of bringing teacher preparation to the community in order to extend and enhance the university's effectiveness with multicultural communities. Student candidates need to be immersed in the culture with which they will be communicating. The community has a valuable perspective to add to our teacher preparation programs.

The Alternative Certification Program collaborated with the Urban IMPACT in fulfilling its first goal, K-12 Curriculum Redesign of education courses. We looked at six key courses to redesign to include urban knowledge and strategies. These courses were "Classroom Management," "Assessment of Mild Disabilities," "The Emergent Reader and Instructional Planning/Evaluation," and "Characteristics of Mild Disabilities and Human Growth & Development." Interns from the first cohort of the UTC Alternative Certification Program worked with the faculty to revise these courses.

The first course, "Classroom Management," was redesigned to better equip beginning teachers to be effective with classroom management in the urban environment. The newly created syllabus requires reading and reflecting on three current articles on children living in poverty. Interns are also assigned the observation of teachers in several different settings such as urban, rural, and "affluent" schools/centers/ministries. The observations are worth 20% of their grade and are written on a prescribed form. As a result of these observations, and for another 10% of their grade, the interns are asked to develop a case study demonstrating the characteristics of effective classroom management techniques based on their actual classroom observations. The Alternative Certification interns are asked to describe the classroom and the observed behaviors and provide descriptions of effective and non-effective interventions and strategies to facilitate positive behaviors and learning.

Also included in the revised syllabus are interviews with teachers at a variety of schools. Interns grow in their understanding of the realities of teaching by reading the teachers' responses to the following questions: 1) What were your most common problems in your class and what strategies did you use to solve them? 2) What problem did you encounter in your classroom that you never thought you would? 3) How would you describe your school using five words or less? 4) What are your strategies for maintaining classroom discipline? 5) What strategies do you use to

meet students' needs? 6) What are the answers to the problems concerning classroom discipline of children of poverty?

The final part of the "Classroom Management" syllabus provides a series of classroom management strategies, behavior management techniques, sample floor plans, a discipline checklist, behavior and work contracts, hints on getting organized, ideas for teaching student responsibility, a sample letter to parents describing a classroom management plan, and awards and rewards for good student behavior and achievement. This revised syllabus has been placed in a spiral-bound format that is user-friendly and filled with practical ideas and applications for effective classroom management.

The course syllabus revisions for the "Assessment of Mild Disabilities" includes a case study of a student in poverty who is experiencing difficulty in class. The purpose of the case study is to determine what this student needs to be successful in school. Interns identify the difficulty and design a research-based instructional and assessment plan to assist the student. The case study utilizes and interprets information from at least one individually administered norm referenced test and three other evaluation instruments. The case study describes the student, the difficulty, and the instruments utilized. This information is then analyzed and recommendations are made for instruction.

In addition, the education interns are divided into groups. Each group selects a research topic about assessment in relationship to a class of students traditionally associated with generational poverty (Appalachian white students, linguistically diverse students, American Indians, etc). Each group presents a five-page paper discussing student difficulties, best practice for instruction and assessment, and a reading list of at least fifteen sources. These two exercises comprise 25% of the total course grade.

In the third and fourth courses which are corequisites and team taught, "The Emergent Reader and Instructional Planning/Evaluation," three areas specifically address the needs of urban students: 1) Parental Involvement Plan; 2) Urban Impact Plan; 3) Lesson Plan for Teaching Reading Strategies for Urban Students. These three pieces comprise 21% of the interns' grade. Interns are instructed to develop a Literature-based Integrated Unit to teach reading skills (including word attack, vocabulary, and comprehension) and are asked to pay special attention to multicultural literature appropriate to content, context, and the learner for which they develop their unit.

Interns are also asked to identify reading instruction strategies for urban/multicultural students and to develop a lesson plan and assessment tools such as performance tasks and rubrics in connection with Hamilton County Department of Education Standards, Benchmarks, and Grademarkers measuring mastery of material learned through these instructional strategies. The assessment course is now separate and is taught in a different semester but remains true to this emphasis. As part of these courses, interns are also asked to develop a plan for community and parental involvement. The Urban IMPACT grant provided the book, A Framework for Understanding Poverty by Ruby Payne, for the interns to use in developing lessons and discussing poverty and urban issues.

The fifth and sixth courses which are corequisites and team taught, "Characteristics of Mild Disabilities and Human Growth & Development," include in the syllabus fifteen journal articles dealing with the effects of poverty on child development and/or mild disabilities. As a part of the Directed Project, one case study was revised to incorporate aspects of situational poverty and one case study was written to include aspects of generational poverty. In addition, observational sites at child care/school sites that serve low-income populations have been added. A spiral-bound book with addresses and contact persons on Placement Locations along with Observation Forms was developed for the sites that serve low-income populations. These placements include the

Bethlehem Community Center, Girls Incorporated of Chattanooga, Inner City Ministries, Inc., Northside Neighborhood House, Inc., and YMCA Chattanooga locations. These activities are included in the overall course evaluation: 100 points for the Directed Project, 120 points for the readings, and 220 for in-class activities.

Also, as part of the Summer 2000 course, the Cohort 1 Alternative Certification interns were asked to develop a Parental Involvement Plan in collaboration with their mentor and the principal of the school in which they were teaching. These plans involved nine different schools and consisted of creating Parent/Student Handbooks, school web sites, parent workshops and dinners, and a power point presentation communicating numerous ways in which parents could volunteer at their school. You can view some of these Parental Involvement projects on our web site at www.utc.edu ~impact . After the interns had spent hours developing the plans, they requested money to implement them. A limited amount of money was provided in a $300 award to each school site. They were encouraged to obtain matching money from school business partners or other community funds. This fall these parental involvement plans were implemented in the schools and reports on how the plans and projects progressed are being received.

In summary, this paper highlights the involvement of the Urban IMPACT Grant in the Alternative Certification Program through Curriculum Redesign and Parental Involvement activities.

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The Evaluation: Cohort I Participants Evaluate the Alternative Certification Program

Kristen Childs, Debbie Donohoo, & Callievene Stewart
Cohort I Alternative Certification Participants
Hamilton County Department of Education Teachers

Theoretical Framework

During the last two years the number of Alternative Certification programs for teachers has increased dramatically. The increase in these types of programs reflects a national concern over the projected teacher shortages over the next ten years. In 1998-99 ten new state programs have been developed throughout the United States (e.g. Feistritzer & Chester, 2000). As of the year 2000, 42 states are implementing Alternative Certification programs, and 4 more have proposed or are considering implementing programs (NCEI, 2000). These programs are developed to entice professionals working in areas other than education into teaching. Most programs are directed at filling specific content area needs or needs for urban and rural teachers. In addition to these needs, C. Emily Feistritzer, in testimony before the house Committee on Education and the Workforce, stated that many areas are also seeking to change the predominance of white females in education by encouraging men, and more specifically minorities to participate in these programs. It is felt that they are more agreeable to working in urban and rural areas where the need is greatest (Feistritzer, 1999). Feistritzer reported in 2000 that Alterative Certification participants "are more likely to be people of color; and are more likely to be men" (p. 2).

The Troops to Teachers program, which is designed for individuals who are leaving the military and wish to pursue a career in education, has placed 24% of it's participants into inner city schools (Feistritzer, 1999). The Returned Peace Corps Volunteers Fellows Programs, which are offered at DePaul University, Florida International University, The George Washington University, Northern Arizona University, Pacific Oaks College, San Francisco State University, Shriver Peacworker Program, Teachers College at Columbia University, Temple University, The University

of New Mexico, The University of Southern California, The University of Texas at El Paso and Wichita State University place all of their participants in high need areas like inner city schools, rural schools or reservation schools. The program at DePaul is called the Urban Teachers Corps, and all of their participants are placed in urban schools in Chicago, while the University of New Mexico specializes in teaching in Native American and Hispanic cultures.

Many programs select individuals based on subject area need. Nationwide there is a need for qualified math, science and special education teachers, and many programs target individuals with backgrounds in these and other high need areas. Some, like the Kentucky Department of Education and the Pennsylvania Department of Education, hire individuals for specific job openings and then admit them to the certification program.

Another need that the Alternative Certification programs meet is the need to hire better, more qualified teachers (Feistritzer, 1999). Since individuals who are admitted into these programs have degrees and backgrounds in the areas in which they are going to be teaching, they have a high level of content knowledge. This helps alleviate some of the difficulties states have been having with teachers who are teaching out of their subject area. Further, these individuals often possess greater content knowledge than do teachers who attended an educational program with a subject area focus. Individuals admitted to such programs may differ highly in background, but requirements for an Alternative Certification program have some relatively universal themes.

All programs required the applicant to possess at least a Bachelor degree from an accreted university or college. All have minimum grade point average requirement, although these vary from a 2.5 to a 3.0 on a 4.0 scale. The admissions process tends to be very rigorous and competitive, involving transcripts from colleges attended, interviews, assessment and criminal background checks. Some programs require the applicants to pass the PRAXIS I, and New Jersey requires the PRAXIS II before an applicant is eligible (NJDE, 2000). Connecticut requires

participants to have experience in working with children from the age group that will be taught (CDHE, 2000).

The structure of these programs varies greatly from program to program. Some programs have intense summer training followed by teaching with no further formal instruction. The Connecticut Department of Education utilizes intensive, full-time instruction during the summer for eight weeks (CDHE, 2000). At the end of the eight weeks the participants begin two years of supervised teaching in the public school system (CDHE, 2000).

The Golden Apple Teacher Education (GATE) Program in Chicago has a summer instructional program, after which, participants teach for a school year in a public school with no additional formal training until the following summer, when they have a 3 week course and independent study (Lemberger, 2000).

Other programs require commitments to receive formal training ranging from a year in length to 15 months. New Jersey, Kentucky and Colorado Departments of Education all require formal training lasting throughout the teacher's first year. The Pennsylvania Department of Education requires a 15-month program that lasts from the summer prior to the first year of teaching through the summer following the first year of teaching.

The Arkansas State Board of Education requires a three-year training program that includes summer and weekend training. These programs are all offered through the Department of Education for the state and most do not utilize universities for the formal training, but, rather, teachers within the school system. The fees for such state programs is lower than the university-centered programs, but participants do not receive any college credit for their training. The cost ranges from $500.00 in Arkansas to $3500.00 in Colorado. University-run programs have the advantage of offering college credit, often Master's level credit for their training. Southeastern Louisiana University (Neal, 2000), which participates in Louisiana's Alternate Post-Baccalaureate

Certification Program, offers a program which allows individuals who possess a degree in their area of certification to complete their certification with 18 hours of course work and a semester of student teaching. While this program takes a shorter amount of time to complete than a traditional education program, it does not allow the participant to teach for a year. However, SLU also offers a distance learning Alternative Certification program for secondary teachers who are already teachers of record. These classes are only offered to individuals who are currently teaching, but without a standard certificate (Neal, 2000)

John Carroll University, in conjunction with several local schools and one school system, offers a Master of Education and Certification program. The program begins in July with both the university and the school participating, and continues through the school year full time (DiLisi, 2000). This program not only allows participants to teach right away, but also leads to a M.Ed. The University of Texas at El Paso (UTEP) also offers a twelve-month program beginning in the summer and continuing through the school year. This program also allows participants to begin teaching right away, but only 6-9 of the 20 required hours of course work count toward a Master's degree, which participants must complete on their own (Marx, 2000).

The California State University and the New Haven Unified Department of Education offer a joint program for certification (Lew, 2000). The participants go through the program as a cohort group, which lasts for a year (Lew, 2000). They are placed in classrooms as interns with mentor teachers and participate in all staff development and activities throughout the year (Lew, 2000). The cost of these programs is higher than the state offered programs due to the fact that participants must pay tuition to the universities, as well as pay for books. The University of Texas at El Paso program also requires a $2500.00 training fee which is paid to the school district (Marx, 2000).

With so many different programs, each offering different lengths and structures, the question becomes one of effectiveness. The National Center for Educational Information began tracking

these programs in 1983, and has developed criteria which effective Alternative Certification programs meet (Feistritzer (2000). Feistritzer (2000) lists these criteria in a recent news release. She states, first, that "the program has been specifically designed to recruit, prepare and license talented individuals for teaching whom already have at least a bachelor's degree" (p.3). Second, the "candidates for these programs pass a rigorous screening process, such as passing tests, interviews, demonstrated mastery of content" (p.3). Next, "the programs are field based" (p. 4); that is, they allow participants to begin teaching immediately as part of their training. "The programs include coursework or equivalent experiences in professional education studies before and while teaching" (p. 4). Also, the "candidates for teaching work closely with trained mentor teachers"(p. 4). And, last, the "candidates must meet high performance standards for completion of the program" (p. 4). Feistritzer then states that there are currently 12 states who meet this criteria in at least one program, including Arkansas, Colorado, Connecticut, Kentucky, New Jersey, New Mexico, Pennsylvania and Texas, information from all of whose programs have been included as research for this study

Methodology

The participants in this study are ten out of a cohort group of twelve individuals who participated in the joint Hamilton County Department of Education and the University of Tennessee at Chattanooga Alternative certification program during the first year of the program's implementation. Two of the three individuals who left the program prior to completion did not respond in the study. Of the ten who participated, one is a middle school math teacher, one is a high school math teacher, one is a middle school science teacher, one is a high school science teacher, three are elementary special education teachers and three are middle school special education teachers. All the participants are female. Six of the participants are Alternative Certification Program at the University of Tennessee at Chattanooga in Chattanooga, Tennessee.

Th University of Tennessee at Chattanooga is located in a historic district of Chattanooga called Fortwood and serves a diverse population of students from around the world. The College of Education and Applied Professional Studies (CEAPS) at the University of Tennessee at Chattanooga (UTC) has developed a partnership with Hamilton County Department of Education (HCDE) to create the Alternative Certification Program. This program is designed to prepare interns to teach in a fast-track format to meet the needs of the school system due to the anticipated retirement of hundreds of teachers within the next few years.

Verbal permission was obtained from each participant to conduct this study. Nine current students and three previous students (ones who withdrew from the program) were contacted to participate. All twelve of the original cohort group agreed to participate in the research. All nine of the current students participated but only one of the previous students returned their completed survey.

The type of sampling technique is convenience. Participants in other programs across the country were not contacted to participate due to inconvenience.

Procedure and Instrument Construction

Three classmates created the survey as a Culminating Activity for the M. Ed. Degree program. The survey was created to assess the opinion of the current and previous Alternative Certification Program Cohort members. The survey included open-ended questions that were program-based, course-based and school-based.

Data Analysis

The survey was divided between the three researchers, each receiving all of the questions in a particular category. Data was summarized and reported by question. The students answered were only analyzed by one graduate student assigned to the area, the results were individually interpreted

Conclusion

Alternative Certification Programs enhance the capability of schools and districts to pursue continuous improvement through enterprising leadership, ideas and partnership. With these partnerships, the new breed of exemplary teachers narrows their focus to the total performance of the child to improve learning.

One of the toughest challenges facing education systems, school districts and alternative certification programs is to prepare the pre-service teachers to subsequently empower the individual schools to become more effective for all students. For schools to work better, they need to focus on quality instruction and learning. Effective schools depend on teachers who are accountable, quality-centered who possess adaptive skills, innovative leadership and a solid base of content knowledge. Pre-service teachers need to participate in higher education programs that enable the development of these characteristics and provide intensive and extensive practical experience. This creates new challenges for higher education institutions and their faculties. Not only do they have to improve the design and structure of teacher preparation programs, they must also adjust required coursework, the roles of the faculty, and the culture in which they work. As identified in the Alternative Certification Program offered by UTC /HCDE, the students were dissatisfied with on of the major components of such programs: courses offered. They felt as if the courses taken were either not offered in a logical order or the courses taken were not beneficial. If the students are dissatisfied, then this creates a problem for the Alternative Certification Programs. As a result, Alternative Certification Programs are then taxed with the problem of producing quality teachers. Therefore, it necessitates that coursework be comprehensive enough to deliver theory and content knowledge but also strategically planned to provide clinical training. (The Heinz Foundation 2000) The culmination of coursework is obtaining certification and/or obtaining a master's degree. However, preparation for teaching the first day is vital. So, on the other hand, if pre-service

teachers are not prepared for the first day of classroom teaching, the Alternative Certification Program will have failed.

The Hamilton County and UTC alternative certification program, despite some rough spots, meets the criteria set forth by the National Center for Educational Information for an effective program. All participants are required to hold a bachelor's degree prior to admission. Candidates must pass the PPST and several interviews, as well as minimum grade point and college subject credit hour requirements. The program is field based with interns beginning teaching after the first summer of intense instruction. Coursework is entirely education classes, these approved by the state for certification, as all subject course work is required prior to acceptance into the program. All interns have two mentor teachers as required by the state, one of whom works closely with the intern throughout the year and is paid. For successful completion of the program interns must have passed all college coursework, as well as pass the PRAXIS for licensure. The joint Hamilton County and UTC program is an effective alternative certification program, and will produce many quality teachers for the county. The need for more qualified teachers in Hamilton County, and all over the nation, has sparked this trend toward alternative certification. And many wonderful teachers have come to systems through these programs, and will continue to do so. Alternative certification participants also bring with them into the classroom the benefit of years of experience in other fields, as well as a strong content background. With thousands of teachers coming to the classroom through alternative certification programs all over the country, the number of lives touched can scarcely be counted.

Summarized Questions and Answers from the Alternative Certification Survey

PROGRAM BASED QUESTIONS:

1. **What were your primary reasons for applying to the alternative Certification Program?**

Eighty percent of the participants stated their main reason for applying to the program was because they wanted to teach. One said she wanted a challenge and one cited a wish to leave the job she held at that time. Clearly, the majority of people who utilize this program are interested in teaching and working with young people.

2. **What were the major advantages of the Alternative Certification Program as opposed to the UTC Teacher Education Program traditional certification process?**

The two major advantages of the program, as cited by nine out of the ten participants, are the length of the program and being able to teach right away as compared to a traditional certification program, which generally takes two years and requires a semester of student teaching. All nine responded with one or both of these factors. These factors contribute greatly to the interest in such alternative programs, and one participant noted that she would not have entered the teaching profession any other way, while several others indicated that traditional routes were not compatible with their needs.

3. **If you were to start over, would you reapply to the Alternative Certification Program or to the UTC Teacher Education Program? Why?**

When asked if whether they would select the Alternative Certification Program or the traditional program, were they to start over, six said yes and four said no. It is important to note that only one participant in the study actually left the program. Time constraints were listed as the number one reason for not wanting to participate in a program like this again. Some participants stated that the amount of time needed to complete coursework, go to workshops, and teach was extreme. The six who said they would participate again cited the quickness of the program and being able to teach immediately as their reasons.

4. **What were the strengths of the Alternative Certification Program?**

Two factors listed as advantages were also listed by the participants as the major strengths of the program: the length of the program and being able to teach right away as compared to

the traditional certification program. Another factor cited by multiple participants was the cohort group. Being able to continue through the entire program as a close-knit group leads to a stable support system for all the members. Knowledgeable professors were also listed as strength. One participant cited the mentors and induction specialists as strengths in the program, though it should be noted that another participant listed them as a weakness in the program. Obviously the caliber of mentors and induction specialists varied somewhat.

5. **What were the weaknesses of the Alternative Certification Program?**

Weaknesses noted by individual participants were the relevance of the New Teacher Network and the coursework. Interestingly, the pace, which most cited as a reason for applying to the program, and as an advantage of the program, was listed as a weakness. A few participants stated that the coursework was too rigorous with multiple assignments, and that it went too quickly. One participant even stated that she would be agreeable to attending classes for two years instead of just one, in order to gain a deeper knowledge than is possible in fast-paced courses. Another concern was that the observation of summer school classes was irrelevant, as it does not give an accurate picture of teaching. The order in which the coursework was presented caused major concern with the entire cohort. All felt that the teaching strategies should have been taught during the first summer, before teaching began and that some of the classes, such as the computer class, could have been left for later without causing difficulty. It should be noted that the order in which the classes are presented has been changed due to the feedback from the first cohort group.

The final weakness was lack of communication between the county and the University. Especially during the first summer, there appeared to be little collaboration between the two, and as a result the cohort sometimes were scheduled for HCDE workshops and university classes at the same time. Also listed under communication is the communication for the

HCDE workshops. Occasionally the cohort was scheduled for a workshop and not notified, or notified at the last minute. This last minute preparation was difficult for participants with children who had to find childcare. And, finally, sometimes workshops were cancelled and the cohort was not notified. Many would drive from considerable distances and arrive to find that the workshop was cancelled. The entire cohort felt these communication problems were a severe deficiency and when asked how the program could be improved, several stated better communication.

6. **How can the Alternative Certification Program be improved?**

Areas listed as needing improvement were summer pay for the first summer and more time to make decisions about school placements. Also cited was the need to better match instruction to cohort needs. For example, several participants made comments about the regular education participants being required to attend a large number of special education workshops. There should be more workshops related to specific content instead of sending the entire cohort to the same workshop regardless of relevance, or sending some while others don't attend any workshop. This was also the major factor listed as a way the program could be made separate but equal for all participants. Seven of the cohort members who responding to this questions gave this as a response. Two did not respond to this question. The final participant noted that individuals who have already taken and passed a course that is part of the content for the program should not be required to take the course again.

7. **If you had a friend who was considering applying for the Alternative Certification Program, what would you tell him or her?**

Interestingly, when asked what they would tell a friend who was interested in the program, six said they would recommend the program or encourage their friend. The other four did

not state whether they would encourage or discourage their friend. And one who stated that she would not enter the program again stated that she should recommend it to a friend. Half stated that they would tell their friend about the time necessary to be successful in the program. Other factors mentioned were the need for family support, the expense, and the stress. One participant said she would give the benefits of the program and another stated that it was worth it to teach. Discussion Overall, the cohort seems to feel that the program made huge demands on their time this year. However, many would do it again, and some would not do it any other way. Only one participant stated that she does not enjoy teaching. Even though this initial year for the program was rocky, the program is solid and the benefits seem to outweigh the downfalls. And many of the downfalls noted by the first cohort group have been, or are being altered due to the feedback from this group. It is hoped that for subsequent cohort the program will be smoother and more polished.

8. **List ways program requirements could be equal, but differ because of the area of certification.**

No suggestions were made.

COURSE BASED QUESTIONS:

1. **How did the Alternative Certification Professors assist you? (assistance with assignments, classroom problems, etc.)**

The majority of the students indicated that the professors went above and beyond the call of duty assisting them, extending due dates on assignments, meeting before or after class, offering advice and being flexible.

2. **Did the coursework in the Alternative Certification Program prepare you for the first day in the classroom? If not, what did?**

The general consensus was that the program did not prepare the student for the first day in the classroom. Some indicated that they relied upon reading, Internet and library research,

other teachers in their field or friends who teach. Another student reasoned that student teaching maybe the key in the traditional route that prepares pre-service teachers to teach. And yet another student indicated that the arrangement of the classes for the initial group did not prepare her for her first day. Courses taken during the fall and spring of the first year of teaching should have been offered the summer prior to teaching.

3. **Did the assignments and projects required for the Alternative Certification Program assist you in your teaching career? Why? How?**

Overall, the students felt that the majority of the assignments and projects were not beneficial with the exception of just a few (unit and lesson plans, peer tutoring and management plan) that really could have been used earlier in the year or given in the summer prior to teaching.

4. **Is there any information that you feel should have been presented to you before the start of school, that was not? Please explain.**

The students felt there were several pieces of information that should have been presented prior to the start of school. Those items include the following:

*lesson planning/unit planning

*classroom design

*behavior management

*actual amount of time and support administration, mentors, supervisors and Central Office staff would give to Cohort I

*managing relationships with co-workers

*for special education—developing Individual Evaluation Plans (IEPs)

5. **Were you satisfied with the scheduling of courses, workshops and their arrangement and content? If not, what changes would you recommend.**

Due to dissatisfaction, the students had several recommendations of which many have been addressed and modified by UTC and Hamilton County. The dissatisfactions included, but were not limited to, the following:

*Taking Teaching Strategies and Classroom Management before the fall semester.

*Placing the Educational Technology class toward the end of the program.

*Lengthening the 15-month program.

*Short notifications for workshops.

*Repeating workshops with mandatory attendance.

*Lack of or insufficient communication between UTC and Hamilton County.

*Shortening the program; alleviating some classes while concentrating others.

SCHOOL BASED QUESTIONS:

1 & 2. How did your Alternative Certification Program mentor/induction specialist assist you?

The mentor/induction specialist provided resources, testing procedures, reading strategies, organization strategies, moral support and staff relations hints. One intern stated that her induction specialist was always available. Five interns stated that their induction specialist provided little, of any, assistance. One induction specialist was identified as being more of a hindrance than help; another was extremely unavailable. Induction specialist/mentors were paid directly from the interns' salaries. Induction specialist can be valuable only if they are voluntarily accepting the position and understand exactly what is expected of them.

3. Were your mentor and induction specialist effective, compatible, and available when you needed them?

The majority response to the effectiveness, compatibility and availability of mentors and induction specialists was *no*. One intern stated that she often had to track down her mentor. Often times the retired induction specialists were out of town or too busy. The interns stated

that mentors of different subject areas were of little assistance. Mentors with different schedules were unavailable when most needed.

4. **What did your schools do to assist you in your first day in the classroom?**

The overwhelming response to this question was *nothing*. One intern spent a three-day Harry Wong retreat with her assigned school staff but resources needed to prepare were not provided. One intern was provided a second in-school mentor but on one checked to see what she was doing. One intern stated that the school assumed that she was prepared to handle it. A feeling of being "on my own" was prevalent among the interns.

5. **How do you feel about your school placement? Explain.**

None of the interns stated dissatisfaction with her school placement. Some interns expressed concern with the classes they were assigned. Some classes required too much preparation. One intern was assigned to teach a subject she was unprepared to teach. One intern stated that she loved her school but didn't think the school took its role seriously. One intern mentioned that she was excited about her placement because of the innovative curriculum and student lives she touched. Another intern stated that although she as pleased with her placement, she preferred to be in a city school with a more diverse population and a less traditional curriculum.

6. **How do you feel about the process that was used to determine your school placement? Explain.**

Some interns expressed displeasure at being placed with limited choices. Some interns only had one interview and felt that the interview was only a formality. To quote one intern, "It was a big mystery. I felt like everything was predetermined even though we interviewed. However, I feel like I received a good placement so I'm not complaining." The i terns were not made privy to the actual placement process. The interns felt that schools were chosen for

them and then they were sent on interviews. One intern stated she felt forced to make a decision with no notice. One intern was content because she got a job.

7. **If you did not continue with the Alternative Certification Program, why not? What could have been done to prevent your resignation from the alternative Certification Program?**

The one intern stated that the time required to participate in the program as not worth the cost to her two own children. Of the six completing cohort interns with minor children each stated that they also had very supportive husbands and families. Two of the interns referred to their husbands as "single parents." These intern families were also willing to sacrifice eighteen months of their time to support the interns. The other two interns who discontinued their internship expressed unsatisfactory support from their school administration. To eliminate these problems, care should be taken when placing interns with elementary aged children a considerable distance from their own home.

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